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ABSTRACT

The annotated bibliography is divided into four main sections: planning and administration of training programs, planning and administration of executive development programs, supervisory development programs, and training methods. The first two sections contain subsections on evaluation, Federal programs, and State programs. The third section has a subsection devoted to textbooks pertaining to supervision for self development. The final category includes subsections on sensitivity training, orientation training, institutes and university training, internships and work-study programs, games and simulation techniques, programmed instruction, visual aids, case study method, and role playing. The document includes bibliographies, journal articles, books, government reports, dissertations, and is not limited to U.S. publications. The document updates Personnel Bibliography No. 18 Supplement No. 1 (1968) and companion volumes Personnel Bibliographies Nos. 24 and 25 (1968). (AG)

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FOREWORD

This bibliography updates Personnel Bibliography no. 18, Supplement no. 1, Planning, Organizing, and Evaluating Training Programs (1968). It also updates companion volumes, Personnel Bibliographies no. 24 and no. 25, Executive Development Programs and Supervisory Development Practices, also issued in 1968. Material on training the disadvantaged may be found in Personnel Bibliography no. 38, Equal Opportunity in Employment and material on executive manpower management in no. 40. This publication was reviewed by Franklin W. Mathewson, Bureau of Training, U. S. Civil Service Commission.

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PLANNING, ORGANIZING AND EVALUATING TRAINING PROGRAMS

TABLE OF CONTENTS

Foreword

Planning and Administration of Training Programs..... 1
Organization and Staffing of the Training Activity..... 18
Evaluation of Training..... 24
Training Programs in the Federal Government..... 30
Training Programs in the Public Service..... 35

Planning and Administration of Executive Development Programs..... 39
Evaluation of Executive Development Programs..... 54
Federal Government Programs..... 60
Public Service Programs..... 66

Supervisory Development Programs..... 70
Selected Textbooks in Supervision for Self Development..... 79

Training Methods..... 84
General and Comparative..... 84
Sensitivity Training..... 95
Orientation Training..... 110
Institutes and University Training..... 113
Internship and Work-Study Programs..... 118
Games--Simulation Techniques..... 124
Programmed Instruction..... 129
Visual Aids..... 132
Case Study Method..... 137
Role Playing..... 139

PLANNING AND ADMINISTRATION OF TRAINING PROGRAMS

Bibliography

Burnett, Collins W. and Frank W. Badger, eds.
The learning climate in the liberal arts college; an annotated bibliography, Charleston, W. Va., Morris Harvey College, 1970. 87 pp.
Includes books and periodical articles covering: training methods, teaching techniques, and testing methods in universities and colleges; curriculum in the liberal arts college; and psychology of learning for university and college students.

Educational Resources Information Center.
Cross cultural interaction skills; a digest of recent training literature, by Roger DeCrow. Syracuse, N. Y., ERIC Clearinghouse on Adult Education, 1969. 74 pp.
Provides a bibliography with 48 abstracts, a topical digest, and an index.

Human Resources Research Organization.
Bibliography of publications as of June 30, 1969. Alexandria, Va., 1969. 312 pp.
Bibliography of HumRRO and HumRRO related research concerned with human factors and social science principles and techniques for increasing the the efficiency of training and operational performance of military personnel.

Lavisky, Saul.
HumRRO research and the Army's training programs. Alexandria, Va., Human Resources Research Organization, 1969. 18 pp. (Professional paper 36-69)
General description of the kinds of training research carried on and listing of literature cited.

Mesics, Emil A.
Education and training for effective manpower utilization; an annotated bibliography on education and training in work organizations. Ithaca, New York, State School of Industrial and Labor Relations, Cornell University, 1969. 157 pp. (Bibliography series no. 9)
Partial contents: Training--general; Manual and clerical skill training; Technician and engineering training; Supervisory training; Organizational planning and management development; Training techniques and methods; Audio-visual aids for instruction; Training program evaluation.

National University Extension Association.
Annotated bibliography on residential adult education; conferences and institutes, by Sherman B. Sheffield and John H. Buskey, Research Committee, Conference and Institute Division. Bethesda, Md., ERIC Document Reproduction Service, 1968. 22 pp.
Covers adult education procedures and methods, university extension, historical reviews, educational objectives, administrators' role, etc.

Planning and Administration of Training Programs (Cont'd)

U. S. Public Health Service.
Annotated bibliography on inservice training.... Washington, U. S. Govt. Print. Off., 1969. 3 v. (Public Health Service Pub., no. 1900, 1901, 1902)
Contents: Vol.1...in mental health for staff in residential institutions; vol.2...for allied professionals and nonprofessionals in community mental health, vol.3...for key professionals in community mental health.

U. S. Public Health Service.
Training methodology. Washington, U. S. Govt. Print. Off., 1969. 4 v. (Public Health Service Pub. no. 1862, Pts. 1-4)
Contents: vol. 1, Background theory and research; vol. 2, Planning and administration; vol. 3, Instructional methods and techniques; vol. 4, Audiovisual theory, aids, and equipment.
An annotated bibliography culled largely from publications appearing from January 1960 to March 1968.
A joint effort of the National Institute of Mental Health and the National Communicable Disease Center of the Health Services and Mental Health Administration.

. . . . . .

Anderson, John J.
An in-house systems training program--a case study. Journal of data management, vol. 7, no. 8, August 1969, pp. 30-34, 39-40.
Example of a comprehensive training program for the professional systems staff of a large industrial concern. Focus is on structure of the program and procedures for administering and implementing it.

Anderson, John J.
Developing an in-house systems training program. Journal of data management, vol. 7, no. 7, July 1969, pp. 26-31.
Outlines factors to be considered in structuring and organizing an in-house systems training program. Steps include identifying training needs, setting up objectives, designing the program, and organizing the training entity.

Axford, Roger W. and Robert W. Schultz.
A yearning for learning--while earning! Training and development journal, vol. 23, no. 3, March 1969, pp. 10-13.
A study of industrial evening educational programs being given in the Chicago area by members of the Illinois Training Directors Association. Out of 43 companies responding to the questionnaire, 20 had an evening program.

Planning and Administration of Training Programs (Cont'd)

Barber, John W., ed.
Industrial training handbook. New York, A. S. Barnes and Co., 1969. 402 pp.

Chapters in this compilation are expanded versions of the authors' lectures at courses for training officers at the Portsmouth College of Technology. Topics covered include techniques and trends in industrial training with emphasis on the British experience.

Partial contents: Part 1, The training framework; Part 2, Preparatory considerations; Part 3, Training methods and techniques; Part 4, Training for specific functions; Part 5, Established organisations.

Brandt, Steven C.
A no-nonsense approach to employee training. Business management, vol. 35, no. 4, January 1969, pp. 53-55.

Author spells out four principles guaranteed to heighten the effectiveness of training programs. He illustrates his approach with common errors and common sense solutions.

Brown, David W.
Is your training department working on the wrong problem? A line manager's need for result-oriented training. Training and development journal, vol. 23, no. 5, May 1969, pp. 16-20.

Asks how effective industrial training is, how much training is on-the-job, how good supervisors are as teachers, what are the threats to learning. Points out the importance of good training for trainers, adequate attention to emotional attitudes, and creating a climate which encourages curiosity and learning.

Bienvenu, Bernard J.
Changing concepts in training. Personnel, vol. 46, no. 1, January-February 1969, pp. 55-63.

Ties in rapid technological change with industry's need to revise its training goals and methods. Suggests meaningful objectives, outlines the supervisor's role in training, and proposes steps in implementing the program.

Bienvenu, Bernard J.
New priorities in training; a guide for industry. New York, American Management Association, Inc., 1969. 207 pp.

Includes a discussion of training methods, but stress is on analyzing types of work and qualifications required by the changing environment, and their effect on training. Maintains that training must become a continuous process, one that "will enable the worker to anticipate changes and develop the mental aptitude and knowledge necessary to adapt readily to such changes." Also considers changes in types of supervision and supervisory training, planning and organizing, and special areas, e.g., retraining, the disadvantaged, the drop-out, and foreign workers.

Planning and Administration of Training Programs (Cont'd)

Buehler, Roy E.
Job-related behavior rating scale; report of a preliminary study for OEO. Training and development journal, vol. 23, no. 3, March 1969, pp. 12-20.
In addition to technical training, vocational education should include training in job-related behavior sufficient for job retention. This study was designed to determine which such job-related skills are required and to test a means of constructing a behavior rating scale.

Bureau of Business Practice.
The training workshop. Waterford, Conn., 1966- 1 v.
Manual for on-the-job training with sections on methods, supervisory training, management development, safety and health, human relations, cost reduction and quality improvement.

Bureau of National Affairs, Inc.
Training employees. Washington, 1969. 13 pp. (Personnel forum survey, no. 88)
A survey of employer efforts to meet the training needs of rank-and-file employees and first-line management. Training, as used here, refers only to the development of definite job skills and abilities and not to orientation and/or general education. Considers organizing training programs, training methods and aids, retraining and upgrading and evaluating training results.

Campbell, Angus.
Problems of staff development in social research organizations. International social science journal, vol. 22, no. 2, 1970, pp. 214-225.
Observations on the staffing and organization of a social science research organization as well as on providing for staff development.

Canada. Department of Manpower and Immigration.
The training director's guide. Ottawa, 1967. 2 v.
A two-volume employee-development manual for industry. The first volume, "Administration of training," covers training policy, determining training needs, employee counseling, selection of trainees, training evaluation, etc. Volume two, "Instructional practices," includes sections on adult learning, developing course content, training methods and aids and tests and examinations.

Cenci, Louis and Gilbert G. Weaver.
Teaching occupational skills. 2d ed. rev. and expanded. New York, Pitman Pub. Corp., 1968. 270 pp.
Comprehensive guide to teaching the skills, techniques, and processes of vocational subjects at all levels. Includes sample lesson plans.

Cleary, Florence D.
Blueprints for better learning; added dimensions in skill development. Metuchen, N.J., Scarecrow Press, Inc., 1968. 262 pp.
Text on the development of learning, problem solving and interaction skills, including human relations and group dynamics. Discusses school organization and environment that encourages teaching of skills and suggests programs.

Planning and Administration of Training Programs (Cont'd)

Clement, Neal D.
A statement of training philosophy and goals. Training and development journal, vol. 23, no. 4, April 1969, pp. 54-59.
Guidelines developed at the Tucson Medical Center include definitions of training concepts, premises of the training program, role of the education department, continuing objectives, and short and long range goals.

Clifton, O. B.
Methods of determining inservice training needs of beginning county extension agents. Ann Arbor, Mich., University Microfilms, Inc., 1970. 163 pp.
Doctoral dissertation, Texas A & M University, 1969. Abstracted in Dissertation Abstracts, vol. 31, no. 1, July 1970, pp. 134-135-A.

Corlett, E. N. and V. J. Morcombe.
Straightening out learning curves. Personnel management (Gt. Brit.), vol. 2, no. 6, June 1970, pp. 14-19.
The learning curve is proposed as a useful device in planning training programs. Examples are given to show how they can be used to compare the progress of trainees and to compare the effectiveness of different training methods.

Dickinson, Gary.
Facts on sight and hearing in training adults. Training in business and industry, vol. 6, no. 10, October 1969, pp. 56-57.
Characteristics of older trainees should be taken into consideration. Outlines methods of compensating for decline in vision, hearing, and physiological changes, in order to facilitate the learning process.

Dickinson, Gary.
The learning abilities of adults. Training in business and industry, vol. 6, no. 5, May 1969, pp. 54-55, 74-76.
Reviews research and discusses implications in planning training programs. Additional guidelines are listed.

Easterly, Charles C.
Advisory committees on training--quo vadis? Training and development journal, vol. 22, no. 11, November 1968, pp. 54-58.
Suggests goals, functions and an operating framework for an Advisory Committee on Training. Such a committee provides management with excellent guidelines to be formulated into policy.

Elements of an employee development program. "What are the elements of a comprehensive employee development program?" Public personnel review, vol. 31, no. 2, April 1970, pp. 134-137.
State and local personnel officials present their opinions.

Extension Committee on Organization and Policy.
National policy statement on staff training and development. Prepared by Staff Training and Development, ECOP Subcommittee. Madison, University of Wisconsin, University Extension, 1968. 11 pp.
This statement of the purpose, scope, and nature of staff training and development in Extension organizations is intended as a guide for analyzing training and development programs in the states.

Planning and Administration of Training Programs (Cont'd)

Federation of Canadian Personnel Associations.
Training and developing personnel resources in Canada, by R. H. Nicholson and H. P. Hudgins. Report.... Toronto, 1970. 70 pp.

Reports the opinions of Association members on the personnel job in Canada now and ten years hence, on the knowledge, skill and attitude requirements of the job in 1980, on the methodology most appropriate for attaining this knowledge, skill and attitude level, and on the role of the Federation and other organizations in the education and development process. Clinical/technicians, professional and managerial levels are considered.

Fisher, Berenice M.
Industrial education; American ideals and institutions. Madison, University of Wisconsin Press, 1967. 267 pp.

"... through skillful historical and sociological analysis /the author/ provides a basic background of information and understanding to the currently debated questions about industrial education, explaining what the debates are about and how they developed." Explores the three ideals which dominate the debate: (1) the philanthropic ideal of the Jacksonian era; (2) the success ideal of the post-Civil War era; and (3) the skilled worker ideal of the Progressive era.

Flarsheim, Henry.
Employee training vital for reduction of costs: problems to get worse. Supervision, vol. 32, no. 7, July 1970, pp. 5-7.

Rockwell Manufacturing Co. regards its educational and training programs as a means for employees to relate personal goals to both the company's goals and its future executive needs.

Folley, John D., Jr.
Determining training needs of department store sales personnel. Training and development journal, vol. 28, no. 7, July 1969, pp. 24-26.

A study of Pittsburgh shoppers' views of personnel behavior of sales employees provides an approach to determining objectives and content for a training program.

Frank, H. E. and P. J. Smith.
A British impression of the American training scene; an account of the industrial training Atlantic Convention Tour (ITAC) 1968. Training and development journal, vol. 23, no. 1, January 1969, pp. 20-22.

Twenty-four British training executives toured Washington, Boston, Philadelphia, and New York to meet with Americans in industrial training. Author compares American and British practices based on this tour.

Frankel, Harold.
On-the-job training--a permanent institution; the role of training in the national economy. Training and development journal, vol. 23, no. 3, March 1969, pp. 28-32.

Suggests ways for the government to underwrite the costs of industrial training, especially for small businesses. Proposes that this is the only way to offset skill shortages.

Planning and Administration of Training Programs (Cont'd)

Fromer, Robert.
A basic difference between educational and training systems. Educational technology, vol. 9, no. 4, April 1969, pp. 51-52.
Points to the distinction between two general classes of objectives--job related tasks, and knowledge and skills necessary for job performance--and their relationships to educational and training systems.

Gardner, Willie C., Jr.
Confidence testing. USAF instructors journal, vol. 7, no. 3, Winter 1969-70, pp. 4-10.
The Valid Confidence Testing method, developed by Shuford and Massengill provides accurate and detailed data for evaluating a student's knowledge prior to his entrance into a training course. Discusses the system and presents a case study.

George Washington University. Human Resources Research Office.
Use of job and task analysis in training. Alexandria, Va., 1969. 38 pp. (Professional paper 1-69)
"The paper records four presentations on the 'use of job/and task analysis in training' which specifically describe job and task analysis and its role in curriculum engineering."

Gill, John.
One approach to the teaching of industrial relations. British journal of industrial relations, vol. 7, no. 2, July 1969, pp. 262-272.
Consideration of the scope of industrial relations as a field of study is followed by a discussion of the systems approach to the teaching of industrial relations.

Goodman, Steven E.
National directory of adult and continuing education; a guide to programs, materials, and services.... Rochester, N.Y., Education and Training Associates, 1968. 285 pp.
Comprehensive, non-evaluative index arranged under: General programs, materials, and services; Instructional methods, techniques, and program development; Audio-visual methods and devices; Specialized programs, materials, and service.

Goss, William R.
Teaching the test. Training in business and industry, vol. 7, no. 4, April 1970, pp. 46-49, 65.
Advocates a four step analytical and procedural approach to preparing a training program for clerical workers. First, make a specific statement of objectives, next plan and conduct a test to measure all objectives, then build the training program around the test, finally individualize the training.

Gossage, Loyce C.
Classrooms in business and industry. Balance sheet, vol. 50, no. 4, December 1968, pp. 148-151.
Reports on trends and developments in business and industry's training and education programs. Offers brief case studies of several companies' training practices.

Planning and Administration of Training Programs (Cont'd)

Great Britain. Ministry of Labour.
Glossary of training terms. London, H.M. Stat. Off., 1967. 50 pp.

Greer, Thomas V.
Some behavioral aspects of training. S.A.M. advanced management journal, vol. 35, no. 3, July 1970, pp. 55-62.
Some of the behavioral considerations in training both operatives and managers are suggested. Attitudes and personal relationships of the trainee must be dealt with, before and after training.

Greig, F. W.
Innovation not maintenance. Personnel management (Gt. Brit.), vol. 1, no. 3, July 1969, pp. 34-36, 38.
Suggests courses, classroom methods, and projects designed to develop training officers who are innovaters rather than "maintenance men." Stresses training based on the discovery approach, i.e., ways to think inventively and analytically. Offers guidelines for trainers for identifying training needs, training for manual jobs, and management and supervisory training.

Habib, Waqar.
Problems in determining training needs in an organization. Training and development journal, vol. 24, no. 7, July 1970, pp. 44-48.
Presents a training and development needs survey plan, examines the problems likely to arise at each step in the plan, and suggests a method of minimizing or eliminating them.

Hall, Ken and Isobel Miller.
Supplying skills the government way. Personnel management (Gt. Brit.), vol. 2, no. 4, April 1970, pp. 20-24
In Great Britain, the Government Training Centres offer training not only to the unemployed but to those who wish additional training in apprenticeship trades and leave their regular employment to obtain it. Includes motivation for training, data on trainees, placement, and trainees' evaluations of the training.

Hansen, Gary B.
Britain's Industrial Training Act; its history, development and implications for America. Washington, Manpower Policy Task Force, 1967. 76 pp.
Prepared for the National Manpower Policy Task Force.

Harvard University. Graduate School of Education.
Career development in industry; programs of research and action, ed. by David Moment. Cambridge, Mass., 1968. 76 pp.
Proceedings of a Reporting Conference held on May 19, 1967. Papers included: The management progress study at AT&T, by Richard J. Campbell; The executive career development program of the Standard Oil Company of New Jersey, by Milton C. Hagen; An action program for job enrichment at Texas Instruments, by William J. Roche, Jr.; Motivation, climate, and careers, by George H. Litwin; and Development: managerial, career, organizational, by Louis B. Barnes.

Planning and Administration of Training Programs (Cont'd)

Hennessy, David E.
Profit from training. Training in business and industry, vol. 6, no. 2, February 1969, pp. 34-40.
"... If the training director can answer all the questions demanded of him by the 'financial boys' of the company then his training idea, when instituted as a training program, will be educationally, as well as financially, successful...."

Hersey, Paul and C.A. Kellner.
A behavioral approach to training the sales force. Training and development journal, vol. 22, no. 11, November 1968, pp. 2-9.
Examines theories of motivation set forth by such writers as McClelland, Herzberg, and McGregor for possible applications to training of salesmen. Offers guidance on providing a climate in which people have a sense of working for themselves, through achieving their personal goals by the achievement of company goals.

Iacobelli, John L.
Training programs of private industry in the greater Cleveland area. Ann Arbor, Mich., University Microfilms, Inc., 1969.
This is a study of current policies, practices, and attitudes of employers in training advantaged and disadvantaged labor.
Doctoral dissertation, University of Texas at Austin, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 7, January 1970, pp. 2697-A-2698-A. 256 pp.

The industrial training yearbook 1970; a comprehensive guide for training officers and their managements. London, Kogan Page, 1970. 696 pp.
Directory of data about all aspects of training as it has developed since passage in 1964 of the Industrial Training Act in Great Britain. Provides basic data on types and courses of training from craft to senior management level, and offered locally or at universities or by correspondence; on professional and qualifying bodies; the Department of Employment and Productivity; the Industrial Training Boards; consulting services; and various aids to training. Separate sections cover the training scene in Scotland and in Northern Ireland.

Jaap, T. and J. A. Watson.
A conceptual approach to training. Personnel management (Gt. Brit.), vol. 2, no. 9, September 1970, pp. 30-33.
The authors base their ideas on the assumption that training will only be accepted and effective if it can be shown to improve the productivity and profitability of the organization. The model presented uses a base known as KDT (knowledge, decisions and techniques) along with submitted job descriptions to identify the individual training needs of training specialists and provide the information required to design a dynamic training program. "The job description forms the base of the job profile against which ... /Is matched/ the man profile to enable the KDT training profile to emerge."

Planning and Administration of Training Programs (Cont'd)

Jaffee, Cabot L.
Diagnose before treating. Training in business and industry, vol. 6, no. 1, January 1969, pp. 34-35.
Recommends a procedure for integrating information on employee strengths and weaknesses so that training programs may be geared to individual needs. Cites an example of the use of information gathered for promotion purposes for use in determining individual training needs as well.

Jones, Sheila.
Design of instruction. London, H.M. Stat. Off., 1968. 24 pp. (Department of Employment and Productivity, training information paper 1)
A consideration of current research on the psychological factors in language which affect understanding, particularly those factors which influence the intelligibility of instruction. Different ways of expressing instruction are evaluated in terms of the efficiency of subsequent performance and conclusions drawn regarding sentence format, word choice, etc.

Kerr, John R.
A comparative analysis of part-time graduate programs in business. Personnel journal, vol. 48, no. 6, June 1969, pp. 445-451.
An investigation of the part-time graduate programs operated by Florida State University at the Florida space centers. It shows that individual graduate and candidate characteristics, program evaluations, utilization and personal advancement attitudes are all similar to those components of programs at the Graduate Schools of Business Administration at Indiana University and at Washington University at St. Louis.

Latin, Michael.
An economical approach to practical training. T & E News (Gt. Brit.), no. 3, Winter 1968, pp. 12-15.
Describes history, philosophy, courses and training methods of METS, Mechanical and Electrical Training School at Cardington, Beds, where training in the maintenance and operation of equipment in the Ministry of Public Building and Works takes place.

Lawson, K. H.
Universities and workers' education in Britain. International labour review, vol. 101, no. 1, January 1970, pp. 1-14.
"The article refers briefly to the origins of university workers' education before describing some of its main features today. It then deals with problems of organising and conducting courses for workers, and finally attempts some assessment of future prospects."

Levine, Herbert A.
Education; an emerging fringe benefit. American federationist, vol.77, no. 3, March 1970, pp. 11-16.
The growing need for educational opportunities has led labor unions to provide growing funds for the education and training of their members and their members' families and to push educational provisions in contract negotiations.

Planning and Administration of Training Programs (Cont'd)

Lippitt, Gordon L.

Developing life plans; a new concept and design for training and development. Training and development journal, vol. 24, no. 5, May 1970, pp. 2-7.

The development of a personal life plan is a new training method which focuses on management geared to the individual's objectives. Participants in activities using this training method are divided into natural work or learning groups in which each inventories his life and establishes life goals by identifying projects which will lead toward desired accomplishments. Author sees life planning as a means for an organization to cope with the changing motivations and needs of today's society.

Lippitt, Gordon L.

Future trends affecting the training and development profession. Training and development journal, vol. 23, no. 12, December 1969, pp. 7-10.

Explores the implications of the technological revolution, civil rights movement, student unrest, etc. on the training and development field. Brief consideration is given to changing job skills; desire for self-fulfillment; managing conflict; continuing education; the need for greater interface between government, industry and education; and the use of under-utilized groups.

Longwith, Bobbie J.

Achieving student participation. USAF instructors journal, vol. 7, no. 3, Winter 1969-70, pp. 11-13.

Tips for the training instructor for encouraging student participation, checking his own motivation, motivating his students and instigating homework.

Luce, Leonard F.

A total training concept for management and technical training and development. Training and development journal, vol. 24, no. 8, August 1970, pp. 46-48.

Outlines use of the phase concept of training and the ladder approach to total training initiated by a new training department in a new organization. It enables both the hourly and the salaried employee to step into training at the level at which he fits and prepare for jobs requiring higher skills levels and greater responsibility.

Mager, Robert F.

Resources, trainers and managers. Canadian personnel and industrial relations journal, vol. 16, no. 4, September 1969, pp. 55-60.

Training directors should assist management in deciding whether training is the appropriate solution to a performance discrepancy. "... there's more to developing performance than just training. If a man doesn't have a skill, you train. But if he has the skill but he doesn't perform, you manage."

Mayers, Frederic.

Training in European enterprises. Los Angeles, University of California, Institute of Industrial Relations, 1969. 173 pp. (Monograph series 14)

Comparative study of educational and industrial training in Britain, France, Italy, and West Germany, including the relevance of training programs for manual and white collar workers and appropriate responsibility for training. Mr. Meyers predicts that future schools will assume a wider role in training as technological change requires investment in more easily transferable skills.

Planning and Administration of Training Programs (Cont'd

Mellor, J. F.
Setting the right course. T & E News (Gt. Brit.), no. 3, Winter 1968, pp. 6-11.
Suggests a systematic procedure for developing training courses, including steps to be taken in designing the course, in setting job specifications and training objectives, in selecting training methods, and in evaluating effectiveness.

Miller, Richard D.
A systems concept of training. Training and development journal, vol. 23, no. 4, April 1969, pp. 4-14.
Describes a leadership training program conducted at RCA in which the training model was used in an integrated process manner. Processes identified are: needs assessment, evaluation, objective setting, implementation and design. Tells how subprocesses are carried, analyzes descriptive material and points out consequences and utility of using the training model in a process manner.

The most promising manpower resource is the manpower that's already there. Modern hospital, vol. 115, no. 4, October 1970, pp. 90-94.
Discusses findings of a survey of training for all types of hospital workers, conducted by Dorothy Kerr, for the National Academy for Health In-Service Education. Most hospitals had some type of training program. Although the programs varied widely, most were organized around one of the following needs: orientation; training for a specific task; continuing education; and staff development.

Mulligan, J. Kenneth.
Who owns adult education? NUEA Spectator (National University Extension Association), vol. 35, no. 3, February-March 1970, pp. 15-16.
Address by the Director of the U. S. Civil Service Commission's Bureau of Training, delivered December 9, 1969, at the Galaxy Conference, Washington, D. C. Mr. Mulligan raises questions relating to the control of adult education.

Mumford, Alan.
Preparing men for courses. Personnel (Gt. Brit.), vol. 1, no. 12, November 1968, pp. 46-49.
Recommends that the training officer review his proposed course content and methods to see that they meet the psychological needs of his class as well as their training needs. Suggests that the theories of Maslow and McGregor can be applied to remove the negative expectations of course members and provide them with the opportunity to do well and the recognition for having done so.

Myers, Donald W.
Employee development: a synthesis of systems theory, quantitative analysis and behavioral concepts. Training and development journal, vol. 24, no. 9, September 1970, pp. 34-38.
Advocates use of carefully planned individual employee development outlines in order to enhance the motivation and levels of skills among employees. Neglect in this area means diminished employee achievement, lower productivity. Role and techniques for the Manpower Resources Officer are discussed along with roles of the employee in obtaining the needed training and education.

Planning and Administration of Training Programs (Cont'd)

Nadler, Leonard
Developing human resources. Houston, Gulf Pub. Co., 1970. 262 pp.
As used in this volume human resources development (HRD) encompasses the three areas of training, education and development. Sections I and II consider its foundation, background and activity areas. Section III discusses the role of the developer, including the learning specialist, administrator and consultant.

National Research Council. Highway Research Board.
Manpower planning and personnel training. Eight reports. Washington, 1969. 74 pp. (Highway research record, no. 266)
Reports recent activities of various states in manpower planning and training. Includes: Pre-appointment training for top-level managers; training programs for construction and maintenance employees of the Illinois division of highways.

Odiorne, George S.
Training by objectives; an economic approach to management training. New York, Macmillan, 1970. 354 pp.
Part I ... deals with the economic approach to training, pointing out the fruitlessness of many past training efforts in today's environment. Part II presents the systems approach to training as a means of reorienting training to economic objectives. Part III outlines the various kinds of learning theories ... and shows what the demands of the 1970's will be for hard criteria training." Sections on management, motivation and sensitivity training; task analysis; evaluation of training effectiveness; on-the-job coaching, management training. Includes case studies.

Otto, Calvin P. and Rollin P. Glaser.
How to prepare and present a training forecast; the steps in planning the training function. Training and development journal, vol. 24, no. 3, March 1970, pp. 24-29.
A training forecast should have seven basic steps: an overview of the entire organization to determine the training department's role, evaluation of present training activities, identification of organizational problems which the training department might help solve; assessment of the capabilities of the training staff and its facilities; preparation of a writter training plan; preparation of a detailed budget; and the establishment of criteria to measure the success of the forecast. Emphasis is placed on careful budgetary planning. Article is from authors' book The Management of Training: A Handbook for Training and Developing Personnel.

Otto, Calvin P. and Rollin O. Glaser.
The management of training; a handbook for training and development personnel. Reading, Mass., Addison-Wesley, 1970. 410 pp.
A practical handbook for solving training problems. Looks at the training director and his department; training strategy; methods, materials and applications of training; and training in the 70's--the way the training director can prepare for the decade's changes.

Planning and Administration of Training Programs (Cont'd)

Owens, Berton E.
Training a la carte? Journal of Navy civilian manpower management, vol. 4, no. 3, Fall 1970, pp. 18-22, 26.
In this approach to training, employees who wish to participate provide data on past education and experience and select desired developmental requirements. After review by immediate supervisor, training requests go to department head, then to the Employee Development Staff where methods, courses and work assignments are identified. Discusses advantages and disadvantages.

Patten, T. H.
Personnel policy for training and retraining manpower: getting back to fundamentals. Business perspectives, vol. 6, no. 2, Winter 1970, pp. 3-9.
Patten contends that while training may not assure organizational success, it carries the potential for contributing to it. He examines basic considerations in training policy, the roles of the training department and the supervisor, organizational structure and managerial involvement. He finds no need for expending large amounts of money for training; he suggests more attention be given to planning, setting objectives and using organizational resources in developing people.

Patten, Thomas H.
Precepts for personnel development. Public personnel review, vol. 31, no. 1, January 1970, pp.2-6.
After reviewing some basic principles of learning theory, the author suggests some guidelines for successful personnel development. He stresses the need for an organizational climate which builds on people's strengths.

Peabody, Fred J.
An analysis of critical incidents for recently employed Michigan cooperative extension agents with implications for training. Ann Arbor, Mich., University Microfilms, Inc., 1969. 207 pp. M-Film
Doctoral dissertation, Michigan State Univ., 1968. Abstracted in Dissertation Abstracts, vol. 29, no. 10, April 1969, p. 3408A.
"The purposes were to describe the job requirements perceived as critical by a population of Michigan extension agents, to identify the training needs, and to determine possible differences in training needs and job requirements according to the employment position and the tenure of incumbent agents."

Popham, W. James and Eva L. Baker.
Establishing instructional goals. Englewood Cliffs, N.J., Prentice-Hall, 1970. 130 pp.
Five self-instruction programsdealing with the following aspects of instruction: systematic instructional decision-making, educational objectives, selecting appropriate educational objectives, establishing performance standards, and a curriculum rationale.

Planning and Administration of Training Programs (Cont'd)

Popham, W. James and Eva L. Baker.
Planning an instructional sequence. Englewood Cliffs, N.J., Prentice-Hall, 1970. 138 pp.

Five self-instruction programs on designing an instructional sequence relate to appropriate practice, knowledge of results, analyzing and sequencing learner behaviors, perceived purpose, and evaluation.

Popham, W. James and Eva L. Baker.
Systematic instruction. Englewood Cliffs, N.J., Prentice-Hall, 1970. 166 pp.

Text on instructional tactics, classroom management, and the evaluation of instruction.

Public Personnel Association.
Employee training and development in the public service, ed. by Kenneth T. Byers. Chicago, 1970. 372 pp. (Policies and practices in public personnel administration)

Part one: The need, purpose, and foundation; Part two: Theory, methods, and application.

Partial contents: Developing effective employees and organizations, by Kenneth T. Byers; Determining training needs and writing relevant objectives, by Henry J. Duel; Bridging the gap from theory to action, by Herbert M. Engel; Identifying managerial potential and development of managers, by Donald Spanier; Audio-visual aids and facilities for training, by John A. Kapost; Evaluating employee development, by Herbert M. Engel; The training function--current and future directions, by Julius E. Eitington.

Quackenboss, Thomas C.
White-collar training takes many forms. Training and development journal, vol. 23, no. 4, April 1969, pp. 16-18, 20-22, 24-26.

A 1968 survey by Sharp and Oughton management consulting firm reports incidence and types of industrial training courses in five major areas--management and supervisory development, data processing, clerical and related occupations, sales, and orientation and safety.

Quinn, A. K.
In training, the system's the thing. Training and development journal, vol. 24, no. 2, February 1970, pp. 25-29.

Tells of the use of the systems approach to training at the U. S. Army Signal Center. Enumerates steps in the approach from task inventory to quality control.

Rabey, G. P.
The need for training in a tightening economy. T & E news (Gt. Brit.), no. 3, Winter 1968, pp. 20-24.

In addition to identifying training objectives of New Zealand's Ministry of Works for both skilled occupations and supervisors, the author suggests training responsibilities of the supervisor.

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Planning and Administration of Training Programs (Cont'd)

Rosen, Howard.
Job training of blue-collar workers; implications for vocational guidance. Presented and the American Personnel and Guidance Association meeting, April 2, 1969, at Las Vegas, Nevada. Washington, U. S. Manpower Administration, Office of Manpower Research, 1969. 19 pp.
Reviews studies of how craftsmen and skilled workers got their training and what factors or types of training contributed most to success. Stresses need for skilled guidance of young people entering the labor market in view of these findings.

Smingler, John R.
A case for contract training. Training in business and industry, vol. 7, no. 5, May 1970, pp. 48-52.
Contract training can be effective and economical and is especially appropriate with entry-level employees. The contract services of the Education and Training Group of the Singer company are described.

Stevenson, C. T.
Training technical staff. Personnel management (Gt. Brit.), vol. 1, no. 5, September 1969, pp. 26-28, 30, 42.
Points out the importance of linking a computer staff training policy with a career development scheme. Explains the types of careers available within a data processing department and describes training programs needed.

Taylor, David P. and Michael J. Piore.
Federal training programs for dispersed employment occupations. Springfield, Va., Clearinghouse for Federal Scientific and Technical Information, 1969. 28 pp.
Reports a study of three training programs financed by the Federal government under the Manpower Development and Training Act of 1962. Training was in labor shortage occupations, sponsored by multiestablishment organizations, and occurred in crafts dispersed over a large number of establishments. The central focus of this study is whether Federal financing replaced private efforts which would have occurred in its absence, and if so, how such substitution can be avoided in the design and administration of similar programs.

Toye, Michael.
Training design al'go-rithm. Training in business and industry, vol. 7, no. 10, October 1970, pp. 36-39, 54.
Graphic presentation of an Algorithm for solving training problems with current techniques. The Algorithm not only specifies decisions but orders and relates them. Toye cautions that the device is not yet a finished product and that results depend on the user's personal expertise.

Training: equipment, furnishings, courses. Administrative management, vol. 31, no. 8, August 1970, pp. 39-46, 48-52, 58-61.
Special report with sections on personnel training and management seminars being offered, A-V systems available for training programs, types of furniture on the market, and conference center sites.

Planning and Administration of Training Programs (Cont'd)

Training program depends upon line foreman for success. Modern manufacturing, vol. 1, no. 7, December 1968, pp. 70-71.

Outlines foreman's part in the three-stage work-oriented training program developed by B.W. Berenschot Company, management consultants.

Training programs need upgrading, BNA study shows. Training and development journal, vol. 24, no. 3, March 1970, pp. 51-52.

The Bureau of National Affairs surveyed the executives belonging to the Personnel Policies Forum concerning the training policies and programs of their companies. The findings, briefly summarized here, indicate the need for new techniques.

Training technology. Canadian personnel and industrial relations journal, vol. 17, no. 1, January 1970, pp. 64-65.

Outlines steps in setting up a training system, from evaluating the current program through use of a consultant when desirable.

U. S. Office of Education.
Vocational education and occupations. Prepared by Office of Education, Bureau of Adult, Vocational, and Library Programs, Division of Vocational and Technical Education, and U. S. Manpower Administration, U. S. Training and Employment Service, Branch of Occupational Analysis. Washington, U. S. Govt. Print. Off., 1969. 292 pp. (OE-80061)

"There has been a need for a common occupational language that would aid the cooperative efforts ... in relating education and the world of work. This document links vocational-technical education programs and occupations, and will provide a means for evaluating, comparing, and improving the results of occupational education."

U. S. Task Force on Occupational Training in Industry.
Report.... A government commitment to occupational training in industry. Washington, U. S. Govt. Print. Off., 1968. 114 pp.

Function of the Task Force was to recommend Federal policies with respect to business and industry which would meet long-term economic, and social objectives rather than proposing solutions to 'crisis' situations only.

Covers status of occupational training, foreign programs, and means for attaining adequate levels of training.

Jointly convened by U. S. Department of Commerce and U. S. Department of Labor. Vivian W. Henderson, Chairman.

Warren, Malcolm W.
Training for results; a systems approach to the development of human resources in industry. Reading, Mass., Addison-Wesley, 1969. 239 pp.

The author feels that training programs have become a necessity of organizational life. He applies the systems approach in order to develop the manpower that will enable the organization to meet its goals.

Partial contents: Training as a system; Elements of a training system; Analysis of training needs; Estimating costs; Instructional design; Organizing and staffing the training function.

Planning and Administration of Training Programs (Cont'd)

Weatherbee, Harvard.
Instant manpower. Personnel administrator, vol. 14, no. 1, January-February 1969, pp. 10-15.
Pressure from shortages of skilled manpower and talented managers, and efforts to absorb into the work force quantities of hard-core unemployed have resulted in attempts at instant manpower development. Author recommends a more logical and rational approach, however. He defines the elements of manpower development -- planning, selection, identification, development, measurement -- discusses them and their integration, and cites the "Five-by-Five" Program at General Electric Company.

Yaney, Joseph P.
Organizational support and employee performance. Ann Arbor, Mich., University Microfilms, Inc., 1970. 185 pp.
Doctoral dissertation, University of Michigan, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 9, March 1970, p. 3584-A.

ORGANIZATION AND STAFFING OF THE TRAINING ACTIVITY

Ackerman, Leonard.
A study of selected employee development specialists in the Federal government; their background and perceptions of their eole and organizational location. Ann Arbor, Mich., University Microfilms, Inc., 1967. 149 pp.
Includes a comparison of employee development specialists with personnel specialists within the Federal government and makes recommendations regarding role definition, qualification standards and review of organizational location of employee development specialists.
Doctoral dissertation, George Washington University, Washington, D.C., 1967.

Allhiser, Norman.
The training director: toward a professional status. A suggested approach to professionalism for ASTD and training and development people. Training and development journal, vol. 24, no. 5, May 1970, pp. 16-19.
Suggests ways to give the position of training director more professional status, using the following criteria of a profession: a systematic body of knowledge, a prescribed method of entering the profession, standards of professional conduct and a professional association. Concludes that ASTD should assert aggressive leadership in implementing such a plan for professionalization.

Arnold, Matthew C.
Businessmen--to the front of the classroom. Personnel journal, vol. 48, no. 3, March 1969, pp. 174-178, 185.
Businessmen can help fill the need for teachers, particularly in areas of vocational training and management.

Organization and Staffing of the Training Activity (Cont'd)

Borecki, Theodore B. and Irwin Gray.
Profit with a "Pop" program; a system for keeping manpower as up to date as machine power. Training and development journal, vol. 22, no. 12, December 1968, pp. 12-15.
"POP" stands for Planned Obsolescence Prevention and is a five-step program of renewal of existing skills and introduction of new ones. Gives sample program for 40 foremen in a medium-sized firm.

Broadwell, Martin M.
The supervisor and on-the-job training. Reading, Mass., Addison-Wesley, 1969. 132 pp.
An informally written guide for the supervisor on how to plan, prepare for, carry out, and evaluate on-the-job training.

Broadwell, Martin M.
The supervisor as an instructor; a guide for classroom training. 2d ed. Reading, Mass., Addison-Wesley, 1970. 175 pp.
Second edition of this handbook adds material on task analysis and training evaluation as well as exercises and questions for each chapter.

California. State Personnel Board.
Basic training for trainers. Sacramento, Calif., n.d. 38 pp.
Sections cover determining needs, learning theory, preparing and conducting education--training, evaluation, programmed instruction, simulation, and other training methods. (Title from Foreword)

Doney, Lloyd D.
Effective teaching for supervisors and line foremen; a systematic approach to increase learning. Training and development journal, vol. 23, no. 2, February 1969, pp. 30-32.
Examination of three areas essential to effective teaching by supervisors: understanding the ways workers learn, preparation of oneself and the workers for the teaching situation, and actually teaching well.

Eitington, Julius E.
Which role for today's trainer? Training and development journal, vol. 24, no. 2, February 1970, pp. 9-11.
Describes 12 roles with which a trainer may be saddled or enamored. These descriptives grew out of a seminar author conducted at U. S. Department of Agriculture Graduate School. Some reflect attitudes and practices of participants while others are suggested by them.

Engel, Herbert M.
Professionalism in training and development. Training and development journal, vol. 24, no. 1, January 1970, pp. 18-20.
Author answers question "What is a profession?" by discussing ten identifiable components. He recognizes and encourages trends toward professionalism in training and development people but warns against their becoming enamored with its trappings or entangled in interprofessional conflicts.

Organization and Staffing of the Training Activity (Cont'd)

Glaser, Rollin and Calvin Otto.
9 steps in getting the most of a training consultant. Training in business and industry, vol. 7, no. 4, April 1970, pp. 61-64, 70.
Signs to help spot need for a consultant are suggested. Then, steps are enumerated to ensure an organized thorough search for and selection of the training consultant, and for his use.

Goodell, Frank C.
Conscience questions and model buildings for training directors. Personnel journal, vol. 48, no. 3, March 1969, pp. 186-188.
Some questions for the training director to ask himself in evaluating his own performance and description of the "model" training director.

Grocott, Michael.
Involving the instructor. Personnel (Gt. Brit.), vol. 2, no. 1, January 1970, pp. 20-23.
Outlines the current approach to training instructors under the British Industrial Training Service. In it the training of instructors and the development of training programs form an integrated process. Following this article, experiences of two companies with the approach are examined by Susanne Lawrence ("Involving the instructor--case studies", pp. 24-25).

Harrison, Jerry.
A price tag for training services. Training in business and industry, vol. 6, no. 2, February 1969, pp. 41-44.
The corporate director of training at International Paper Company describes his company's new chargeback system for corporate staff training services. By charging tuition the Training Center is able to compete with outside institutions, yet to tailor its programs to International Paper's needs. Although only begun in 1968, the Training Department expects to be fully supported by the chargeback system by 1970.

Heisel, W. D., E. R. Padgett and C. A. Harrell.
Line-staff relationships in employee training. Chicago, International City Managers' Association, 1967. 52 pp.
To study the relative roles of line and staff in employee training, a survey was undertaken and six case studies developed. Questionnaire replies from 47 local governmental units and 34 industries provide data on central training agencies and the scope of their courses, training costs, policy statements, and recognition of training completion. Concludes with recommendations for setting up or upgrading a training program.

Organization and Staffing of the Training Activity (Cont'd)

Jurgensen, Clifford E.
Personality characteristics of training directors. Training and development journal, vol. 24, no. 6, June 1970, pp. 15-20.
The technique known as the Adjective Word Sort is here described and then used in distinguishing characteristics applicable to to training directors. They were found to be more like executives in business and industry than like those in comparable government and military positions, but still less competitive and forceful than top-level executives. Characteristics of training directors, executives, government administrators and military officers, as seen by themselves and by psychologists are given.

Kraybill, Edward K.
Training the trainers. Canadian personnel and industrial relations journal, vol. 17, no. 1, January 1970, pp. 62-64.
An understanding of the basic principles of learning, an ability to determine meaningful and attainable objectives, and skill in evaluating the degree of achievement of these objectives are necessary for an effective teaching-learning process. Trainers may be assisted in obtaining and developing these through opportunities for participating in seminars, institutes, and the like.

Lee, Michael.
How is training organised? Personnel management (Gt. Brit), vol. 1, no. 7, November 1969, pp. 26-28, 30.
The Engineering Industry Training Board (EITB) in England surveyed the organization of training in different engineering organizations. It was found that the more centralized operation offered the best chance of developing efficient service but that the looser, less formal structure, often led to more experimentation and adaptation to changing needs.

McDonald, Miller B.
Working as a training officer in government; some guidelines for effective operations. Training and development journal, vol. 22, no. 12, December 1968, pp. 16-19.
Author is Director, Management Training, U.S. Department of Commerce, and offers suggestions based on his own operating experience.

McKee, David T.
Evolution of training requires new leadership; the selection and placement of training personnel. Training and development journal, vol. 23, no. 1, January 1969, pp. 27-29.
Leadership qualities are essential for members of the training staff. Author suggests particular characteristics of the effective leader.

Martin, J. E. S.
The training of instructors for industry and commerce--a specification. Personnel practice bulletin (Australia), vol. 25, no. 2, June 1969, pp. 127-134.
Presents a specification for the training of training instructors developed in Australia which correlates job demands and training requirements. Distinguishes between part-time instructors (such as supervisors and foremen) and full time instructors.

Organization and Staffing of the Training Activity (Cont'd)

Maryland. University. Center of Adult Education.
"Trainers of trainers' workshops" in adult basic education and subsequent grant activity, by Leonard P. Oliver. Final report. Bethesda, Md., Educational Resources Information Center, 1969. 35 pp.

An evaluation of the impact of these workshops on the participants and those whom they trained and the subsequent effects on the field of adult education.

Sponsored by Ford Foundation.

Masterson, Thomas R. and Gary A. Luoma.
Why teachers? Personnel administrator, vol. 15, no. 2, March-April 1970, pp. 18-19, 24.

Directed toward improving the art of teaching, article throws light on the place of the teacher in the learning process--his contributions to the acquisition of skills, knowledge, attitudes and personal style.

Nadler, Leonard.
Training directors and professional education institutions. Washington, Leadership Resources, Inc., 1969. 9 pp. (Reprint series) Reprinted from: Adult Leadership, January 1965.

Points out the inadequacy of current efforts at training training directors and notes the ever broadening responsibilities for which they must be prepared.

Nadler, Leonard.
The variety of training roles. Industrial and commercial training (Gt. Brit.), November 1969, pp. 33-37.

Dr. Nadler examines the many different roles a trainer can perform, dividing them into three main groups: administrator; learning specialist, and problem-solver. He encourages organizations to use their trainers as more than instructors, i.e., to use them to their fullest potential in all their roles.

Nicholson, R. H. and H. P. Hudgins.
What the report finds on training and developing personnel resources in Canada. Canadian personnel and industrial relations journal, vol. 17, no. 2, March 1970, pp. 9-12.

A brief summary based on chapter 9 of the authors' recently released report, Training and Developing Personnel Resources in Canada--A Report to the Federation of the Canadian Personnel Associations.

1971 directory of personnel and training groups (national and regional personnel associations). Personnel, vol. 48, no. 2, March-April 1971, pp. 54-71.

Palmer, Charles F.
The training gauge. Training and development journal, vol. 24, no. 8, August 1970, pp. 36-39.

The Manager, Marketing Training, Monsanto Company, suggests that to meet the challenge of change the training department must, through introspection, identify where it stands and decide where it should lead and how. He reviews five possible positions of the training function and attitudes characterized by them.

Organization and Staffing of the Training Activity (Cont'd)

Porter, George W.
Training the student-trainer; a procedure for a fundamental training task. Training and development journal, vol. 23, no. 2, February 1969, pp. 6-7.
Notes for the training director on training conference leaders or other training supervisors for a specific training program.

Scannell, Edward E.
Service--the training director's byword; a report of a development seminar by the Valley of the Sun Chapter, ASTD. Training and development journal, vol. 23, no. 2, February 1969, pp. 34-35.

Smith, P. J. and R. Drake.
Integrating personnel and training. Personnel management (Gt. Brit.), vol. 1, no. 1, May 1969, pp. 24-27, 40.
Sees increasing specialization resulting in fragmentation of the personnel function. Contends, however, that social change and organizational development will bring the personnel and training functions into a closer relationship with a wider, more dynamic role for the former.

Sulkin, Howard A. and Wallace G. Lonergan.
Development of a training manager. Training and development journal, vol. 28, no. 7, July 1969, pp. 28-31.
Relates the procedures used by the American Oil Company in developing the new position of training manager. Covers selection of the candidate, considerations for training, and the experimental internship program.

Svenson, Arthur L.
The training and development director looks at his budget. Training and development journal, vol. 23, no. 6, June 1969, pp. 32-36.
The training and development director is responsible for interpreting "budget" to mean increased utilization of human resources. His role is one of weaving change information into the job structure. The training director must understand where human resource development is to be stressed and construct his budget accordingly.

Tavernier, Gerard.
Survey of salaries for training staff. Personnel and training management (Gt. Brit.), November 1968, pp. 40-41.
In addition to reporting salary data for British training managers and officers, the article relates degree and experience to salary and cites fringe benefits offered by British industry.

Tyson, Frank.
Trainers' courses on trial. Personnel management (Gt. Brit.), vol. 2, no. 6, June 1970, pp. 20-24, 33.
Report on the evaluation of the training programs held at 32 British colleges and universities for training officers from industry. The evaluation was designed to determine how far the courses have moved away from the recommended syllabus and how well suited they are to the needs of both the trainees and the companies. Findings indicated that the courses are college-centered rather than trainee-centered and that most developments and changes "reflect the capacities of the college rather than the needs of the trainee or the industry."

Organization and Staffing of the Training Activity (Cont'd)

U. S. Department of the Interior.
Departmental Training Officers Workshop, Denver, Colorado, October 13-17, 1969. Washington, 1969. 103 pp.

Among workshop objectives: "To learn more about recent training innovations, particularly the applications of behavioral science findings to training."
Session summaries include "The challenge of change" by William H. Rima, Jr. Director, Denver Region, U.S. Civil Service Commission in which the Commission's priority programs are highlighted.

Wilson, Vivian.
Concise planning for training meetings. Princeton, N. J., Brandon/Systems Press, Inc., 1969. 377 pp.
A programmed instruction text for training the instructor in the planning of training meetings.

Winston, James S.
Industrial trainers -- the new professionals; a candid look at the needs in the field. Training and development journal, vol. 23, no. 1, January 1969, pp. 30-31.
Notes some of the abuses and errors in industrial training, especially as perpetrated by outside institutes and consultants. Suggests that the staff trainer must be professional enough to judge and select worthwhile consulting firms, university programs, etc.

EVALUATION OF TRAINING

Barrett, James E.
The case for evaluation of training expenses. Business horizons, vol. 12, no. 2, April 1969, pp. 67-72.
Examination of training expenses from the point of view of these organizational functions: "delivery of product and service, conservation of resources, and initiation of change."

Berg, Ivar.
Education and jobs; the great training robbery. New York, F. A. Praeger, 1970. 200 pp.
Raises the provocative question: Are academic credentials important for doing the job--or just for getting it? Concludes that a growing number of workers have more education than they need to perform their jobs well and that how to upgrade the workforce is not the crucial issue, as much as the over-all level of employment and the demand for labor.

Evaluation of Training (Cont'd)

Browne, R. K. and D. R. Patterson.
The valuation of training programs. Public personnel review, vol. 31, no. 3, July 1970, pp. 162-165.
A model, the Training Quality Profile, was developed for evaluating on a quantifiable basis the effectiveness of the training schools of the Royal Australian Navy. Each of 25 aspects of a program are graded on a scale, an approach the authors suggest may be used with modification by government and industry.

Burgoyne, John.
Course conundrums. Personnel management (Gt. Brit.), vol. 2, no. 2, February 1970, pp. 46-47.
Lists reasons that a training course is a good one and can be differentiated from a bad one. Notes the need for selectors of external training courses to be educated to apply standards and to have information regarding the needs of the employee and the organization. Discusses the desirability of having an evaluation of external courses in terms of their level and content and strongly urges that this information be provided by the organization which provides the external training, stating the reasons for this self-evaluation.

Burke, Ronald J.
A plea for systematic evaluation of training. Training and development journal, vol. 23, no. 8, August 1969, pp. 24-26, 28-29.
Author maintains that to be effective, training must be supported by careful and continuous research. He concedes that this is difficult to carry out because of the problems surrounding the measurement of human behavior. He provides an example of a study which used several measures to gauge the impact of 33 hours of human relations training on the managerial attitudes and beliefs of business students. While the results indicated little or no impact, the use of different standards of measurement was thought to have been useful.

Byars, Lloyd L. and Donald P. Crane.
Training by objectives. Training and development journal, vol. 23, no. 6, June 1969, pp.38-48.
Writing defined objectives can serve as a framework for organizing a training program and evaluating its effectiveness. Distinguishes two basic areas of training--skills and development of knowledge--and discusses a system of training by objectives on different levels of mastery. Includes outlines of course syllabus, evaluation plan, and opinion survey.

California. University. Center for the Study of Evaluation.
Center for the Study of Evaluation--reports and working papers. Los Angeles, 1967- 41 v.
"The Center for the Study of Evaluation is one of nine centers for educational research and development sponsored by the United States Department of Health, Education and Welfare....
"Established at UCLA in June 1966, CSE is devoted exclusively to finding new theories and methods of analyzing educational systems and programs and gauging their effects."

Evaluation of Training (Cont'd)

Denova, Charles C.
Training evaluation causes change in behavior. Personnel administration, vol. 32, no. 5, September-October 1969, pp. 54-56.
Describes an evaluation plan for the Structures Assembler Training Program of Hughes Tool Company, Aircraft Division. The training department personnel viewed the plan as a tool for measuring the program's effectiveness; the general superintendent considered it a method of evaluating his management team; and the foremen regarded the procedure as guidelines for appraising employee performance. Data suggest that labor turnover can be reduced through an effective program. Results indicate the importance of a plan for having the training program follow-up done by the participants' supervisors.

Douthat, John.
Accounting for personnel training and development costs. Training and development journal, vol. 24, no. 6, June 1970, pp. 2-6.
Traditional accounting approaches which treat training as an expense when incurred tend to penalize managers for human resource development. Douthat proposes establishing criteria for capitalizing some training and development costs and presents a case study to illustrate the approach.

Downs, Sylvia.
Predicting training potential. Personnel management (Gt. Brit.), vol. 2, no. 9, September 1970, pp. 26-28.
The trainability assessment described was used in a British manufacturing plant to predict the ability of trainees for whom "paper and pencil" tests seemed to be irrelevant and unacceptable. By offering the trainee an opportunity to be tested on performance of a task for which he had been trained, the company had a good estimate of his ability and the trainee self-confidence and an awareness of the nature of the job.

Drouet, Pierre.
The case for more systematic evaluation of vocational training programmes. International labour review, vol. 102, no. 4, October 1970, pp. 355-375.
Article discusses ways to achieve objective, appropriate and effective vocational training in developing countries and methods of evaluating the programs.

Ferguson, Wilburn C.
Quantitative evaluation of training using student reaction. Training and development journal, vol. 22, no. 11, November 1968, pp. 36-38, 40-42.
Presents a four-step method for determining student reaction used at a training program at Motorola Aerospace Center. Sample evaluation forms for instructor and student are included.

Evaluation of Training (Cont'd)

Gollin, Albert E.
Education for national development; effects of U.S. technical training programs. New York, F.A. Praeger, 1969. 280 pp.
Research study "devoted to a detailed examination of the character, evolution, and selected consequences of a U.S. technical-assistance program called 'participant training'." Describes the selection of trainees, the program, and the aftermath of training.

Gubins, Samuel.
The impact of age and education on the effectiveness of training; a benefit-cost analysis. Springfield, Va., Clearinghouse for Federal Scientific and Technical Information, 1970. 222 pp.
Examines Manpower Development and Training Act institutional training of the unemployed to determine the economic efficiency and effects of age and previous education on the benefits and costs of training. Doctoral dissertations, Johns Hopkins University, 1970.

Jones, Alun and John Moxham.
Costing the benefits of training. Personnel management, (Gt. Brit.), vol. 1, no. 4, August 1969, pp. 22-28.
Report on a five year study conducted in a British clothing manufacturing firm designed to show the costs and benefits of training, especially as related to labor turnover. Study showed that relatively small changes in training method could have substantial results.

Lefkowitz, Joel.
Effect of training on the productivity and tenure of sewing machine operators. Journal of applied psychology, vol. 54, no. 1, pt. 1, February 1970, pp. 81-86.
Findings include: The longer the training, the lower the turnover rate and productivity.

Livingston, Henry S.
The training function: overhead or profit? Training and development journal, vol. 24, no. 8, August 1970, pp. 18-21.
Stresses the need for human resources accounting practices to show that training can create a profit for the organization. Calls for a change in attitude of both management and the training director and for the latter to show that training can add profits instead of overhead costs. Suggests two methods.

McMahon, Thomas.
Save by PAVE. Journal of Navy civilian manpower management, vol. 3, no. 3, Fall 1969, pp. 21-24.
PAVE stands for Principles and Applications of Value Engineering Seminars Training, a way of identifying the direct cost benefits of a training course. DOD has used PAVE with success and some of the experiences are described here.

Evaluation of Training (Cont'd)

Mollenkopf, William G.
Some results of three basic skills training programs in an industrial setting. Journal of applied psychology, vol. 53, no. 5, October 1969, pp. 343-347.
In 1967-68, Procter and Gamble offered three types of training programs--oriented toward office, production and laboratory work. Following descriptions of the programs, "before" and "after" test scores are analyzed to show the effects of the training.

The moment of truth for training. Modern office procedures, vol. 13, no. 11, November 1968, pp. 18-22.
Advises companies to involve the training department in the activities of each department and identifies steps to be taken in evaluating training needs, effectiveness, staff and methods.

North Carolina. University. Institute of Government.
Training impact project..., by Dorothy J. Kiester and others. Chapel Hill, 1969. 3 v.
TIP was "designed to demonstrate the feasibility of developing a method for evaluating a limited-scope, short course in-service training program in terms of its impact on the behavior of trainees on the job."

Schmidt, Warren H.
How to evaluate a company's training efforts. California management review, vol. 12, no. 3, Spring 1970, pp. 49-56.
"This article describes and analyzes how the President of United Air Lines initiated a process of inquiry which stimulated and continues to strengthen training efforts throughout the entire organization."

Scott, Loren C.
The economic effectiveness of on-the-job training: the experience of the Bureau of Indian Affairs in Oklahoma. Industrial and labor relations review, vol. 23, no. 2, January 1970, pp. 220-236.
Reports on a program for Indian participants carried on from 1960 to 1966.

Soltys, Michael P.
The relationship of ancillary data and the employment interview to job training performance. Ann Arbor, Mich., University Microfilms, Inc., 1970. 105 pp.
Nine college recruiters from an industrial firm were asked to evaluate and rank eight applicants, based on video taped interviews and academic data supplied. It was found that the interview procedure strengthened the reliability of ancillary data in predicting the success of trainees in a management training program.
Doctoral dissertation, Lehigh University, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 12, June 1970, p. 5731-B.

Evaluation of Training (Cont'd)

Borsabal, Donald K.
A critical evaluation of in-service training for classified employees in selected educational organizations in the United States. Ann Arbor, Mich., University Microfilms, Inc., 1969. 244 pp.
Examines in-service training programs of 150 selected organizations. Elements critical to the effectiveness of the training effort that were identified include decentralized administrative organization and need to assess training requirements of both the employee and employer.
Doctoral dissertation, University of Southern California, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 2, August 1969, pp. 536A-537A. Also abstracted in Research in Education, vol. 5, no. 5, May 1970, p. 13, ED-034-960.

Thomas, Brinley, John Moxham and J. A. G. Jones.
A cost-benefit analysis of industrial training. British journal of industrial relations, vol. 7, no. 2, July 1969, pp. 231-264.
"This study is concerned with costs and benefits to an individual firm arising out of a given once-and-for-all investment in training, and the time span does not exceed four years.

Tracey, William R.
Evaluating training and development systems. New York, American Management Association, Inc., 1968. 304 pp.
Guidelines for the evaluation and improvement of the design, management, and operation of training and development systems. Focuses on evaluation and quality control. Covers philosophy and goals, management, plant and facilities, staff and faculty curriculum and instructional support. Appendix contains rating standards for lecture, demonstration and conference type lessons and for the conduct of practical exercises.

U. S. Civil Service Commission.
Training evaluation; a guide to its planning, development, and use in agency training courses. Prepared by Bureau of Training, Training Systems and Technology Division. Washington, U. S. Govt. Print. Off., 1971. 17 pp. (Training systems and technology series no. 4, Pamphlet T-13)

U.S. Department of Health, Education, and Welfare.
Criteria and guidelines for the evaluation of in-service training. Prepared by Margaret M. Heyman. Washington, U.S. Govt. Print. Off., 1968. 35 pp.
Guidelines for evaluation of in-service training programs for use in administrative review of staff development in state and local departments of public welfare.

Wheeler, E. A.
Economic considerations for industrial training; a study of criteria for controlling training costs. Training and development journal, vol. 23, no. 1, January 1969, pp. 14-18.
"Economic measures like cost ratios, parameters, and indices developed in this study enlarge the repertory and scope of cost accounting by giving a more detailed accounting of variables and total cost."

Evaluation of Training (Cont'd)

Wood, David and Lawrence W. Head, Jr.
Field evaluation of training. USAF instructors journal, vol. 7, no. 3, Winter 1969-70, pp. 19-23.
Discusses USAF Security Service School's field system for evaluating the proficiency of training course graduates. "The results, which represent observed performance and are presented as statistical data, identify the requirements of the job and the level of job performance and, specifically, point out any areas of overtraining or undertraining."

Young, Stanley.
Manpower training; some cost dimensions. Amherst, University of Massachusetts, Labor Relations and Research Center, n.d. 48 pp.
Explores the cost factors associated with institutional manpower training, e.g., governmental contributions, training return, cost reciprocity.

TRAINING PROGRAMS IN THE FEDERAL GOVERNMENT

Hinkle, William H.
A consideration of Executive Order 11348. Washington, 1969. 6 pp.
Reviews President Johnson's Executive Order which provides for further training of government employees and discusses the efforts of the 1966 Task Force on Career Advancement.
Paper prepared for Personnel Management for Personnel Specialists course, U. S. Civil Service Commission, November 1969.

Horwitz, Eugene G.
A senior's look at on-the-job training. GAO review, Summer 1969, pp. 33-36.
Points out that the training and development of staff members is a fundamental responsibility of the supervisor (in this particular case, the supervisory auditor). Discusses major objectives of on-the-job training, assessing training needs, administering the training program, evaluating its success and appraising the senior's performance as a trainer.

Housman, Kenneth A.
The Postal Street Academy story. Civil service journal, vol. 11, no. 1, July-September 1970, pp. 14-16.
Describes the Post Office Department's storefront schools, which provide training for high school dropouts. Training often leads to High School Equivalency Certificates and postal employment.

Training Programs in the Federal Government (Cont'd)

Making the system work. Civil service journal, vol. 10, no. 4, April-June 1970, pp. 1-13.

Four approaches to the "people-problems" in the public service, each from a different viewpoint. The articles are: People in the public service, by Dwight A. Ink; State manpower and training needs, by Frank H. Bailey; Quality manpower in the cities, by Mark E. Keane; and The Federal responsibility, by Nicholas J. Oganovic.

Mr. Ink points out the importance of effective personnel management to President Nixon's New Federalism, i.e., the effort to "bring greater responsibility to state and local governments...." Mr. Oganovic reviews the sources of Federal financial assistance for state and local manpower programs and also comments on Federal technical assistance and training for state and local employees. He specifically mentions the Public Service Careers Program (PSC), the Public Agency Career Employment Maker (PACE MAKER) program, and the proposed Intergovernmental Personnel Act.

Rice, Frank W. and Howard O. Hardy.
The Three R's. Journal of Navy civilian manpower management, vol. 3, no. 1, Spring 1969, pp. 20-23.

After-hours basic education program for ungraded employees at Naval Supply Systems Command, San Diego, has resulted in improved work performance due to new "how to learn" attitudes of employees.

San Francisco Unified School District.
A trainee upgrading project for newly appointed Federal civil service employees in the San Francisco Bay Area. San Francisco, 1969. 47 pp.

Details methods of recruitment, employment and training and supportive services used in this project whose objective was to show that no handicaps can stand in the way to permanent employment in entry level civil service employment.

Toy, Henry, Jr.
Federal dollars for scholars. Washington, Nu-Toy, Inc., 1970. 1 v.

Part 3 lists programs by title, and supplies enabling legislation and description. Table shows programs by agency and a program finder provides an index by subject. U. S. Civil Service Commission, nos. 224-234.

U. S. Civil Service Commission.
Agency training centers for government employees, FY 1972. Prepared by Bureau of Training, Training Assistance Division, Office of Agency Support. Rev. ed. Washington, U. S. Govt. Print. Off., 1971. 104 pp. (Pamphlet T-5)

Directory of training centers operated by Federal departments and agencies, with details on the number and variety of programs offered.

Earlier eds: 1967-1970 (title varies).

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Training Programs in the Federal Government (Cont'd)

U. S. Civil Service Commission.
An application of a systems approach to training; a case study. Rev. ed. Prepared by Bureau of Training, Training Systems and Technology Division. Washington, U. S. Govt. Print. Off., 1969. 19 pp. (Training systems and technology series no. 2, Pamphlet T-2)

U. S. Civil Service Commission.
Continuing education and development for attorneys within the Federal government. Prepared by Bureau of Training. Washington, U. S. Govt. Print. Off., 1971. 12 pp.
Guidelines to help legal staffs identify the needs of their organizations with respect to developing attorneys.

U. S. Civil Service Commission.
Directory of agency officials with responsibility for the employee development function. Prepared by Bureau of Training, Office of Agency Consultation and Guidance. Washington, 1969. 9 pp.
Includes name, title and address, telephone number and department or agency where located.

U. S. Civil Service Commission.
Employee training in the Federal service, FY 1970. Prepared by Bureau of Training, Training Information and Resources Division. Washington, U. S. Govt. Print. Off., 1970. 76 pp. (Pamphlet T-7, March 1971)
Fourth comprehensive review of Federal employee training activities based on information provided by agencies to the Civil Service Commission. Sections of the report cover progress toward training goals; specific agency activities (including types of training, participation and costs); training programs to meet specific needs (e.g. changing technology, skill shortages); Civil Service Commission activities; statistical data.

U. S. Civil Service Commission.
Guide to training resources. Prepared by Bureau of Training, Training Information and Resources Division. Washington, U. S. Govt. Print. Off., 1970. 8 pp.
Brief descriptions of documents which provide data on Federally sponsored training resources. Includes addresses of CSC Regional Office Training Centers for further information.

U. S. Civil Service Commission.
Interagency training programs catalog, 1971-1972. Prepared by Bureau of Training, Training Assistance Division, Office of Agency Support. Washington, U. S. Govt. Print. Off., 1971. 280 pp. (Pamphlet T-9)
Earlier eds: 1959-1970.

Training Programs in the Federal Government (Cont'd)

U. S. Civil Service Commission.
Off-campus study centers for Federal employees. Rev. ed., July 1971. Prepared by Bureau of Training, Training Information and Resources Division. Washington, U. S. Govt. Print. Off., 1971. 160 pp. (Pamphlet T-4)

A listing by agency of study centers, giving names of cooperating universities, the programs offered, entrance requirements and whom to contact for further information. Indexed by location, university and subject.

Earlier eds: 1967-1969; Jan. 1970, June 1970.

U. S. Civil Service Commission.
Regional training center nationwide base curriculum. Prepared by Bureau of Training, Program Development Staff, Regional Operations. Washington, 1969. 3 pp.

List of courses offered for Federal employees in the Civil Service Regions.

U. S. Civil Service Commission.
Report of interagency training conducted by the U. S. Civil Service Commission, fiscal year 1969. Prepared by Bureau of Training, Program Development Staff. Washington, 1969. 59 pp. (T-8)

Reports on interagency training activities covering 53,299 Federal employees, 386 state and local employees and 1,257 employees at the Executive Seminar Centers.

Partial contents: Trends in interagency training 1961-1969; Analysis of participation in CSC Interagency Training Courses; Executive Seminar Centers: Financial statements.

U. S. Civil Service Commission.
Training module; youth and the Federal service. Prepared by Bureau of Training, Personnel Management Training Center. Washington, 1970. 15 pp.

Material, designed to be incorporated into a training course on general management and supervisory topics, outlines points to be presented and provides training methodology. Contains copies of a number of policy issuances including the President's Memorandum for Heads of Executive Departments and Agencies, dated March 31, 1970.

U. S. Civil Service Commission.
Studies and reports relating to training and education, fiscal years 1967 through 1970. Prepared by Bureau of Training, Training Assistance Division, Office of Agency Support, Rev. ed. Washington, U. S. Govt. Print. Off., 1971. 111 pp. (T-6)

Provides brief descriptions of studies and reports completed and in progress in various Federal agencies during FY 1970 and consolidates materials completed during fiscal years 1967-1969. For each, goves a contact for fuller information.

Training Programs in the Federal Government (Cont'd)

U. S. Congress. House. Committee on Government Operations.
Unmet training needs of the Federal investigator and the Consolidated Federal Law Enforcement Training Center. Washington, U. S. Govt. Print. Off., 1970. 126 pp. (H. rept. 1429, 91st Cong.)

"A primary purpose of this report is to evaluate the goals, direction, and status of the Center. In addition ... [it] addresses itself to the pressing training needs of investigators not scheduled to participate and not currently given adequate training." It is pointed out that many employees perform investigative functions who are not called investigators but who do have responsibility "for making our laws an effective deterrent to proscribed conduct." Current agency programs are also evaluated.

U. S. Interagency Advisory Group.
Conference report; administration of career trainee programs. General Washington Inn, Fredericksburg, Virginia, June 12-14, 1968. Prepared by Bureau of Recruiting and Examining, Manpower Sources Division, Office of College Relations and Recruitment. Washington, U.S. Civil Service Commission, 1968. 51 pp.

Summarizes the conclusions and recommendations reached by 70 agency recruiting and training officials from 30 departments and agencies. Partial contents: Career systems in government, by John W. Macy, Jr.; Planning, budgeting and evaluating, by Alan L. Dean.

U. S. Library of Congress.
Federal educational policies, programs and proposals. A survey and handbook. Prepared in Legislative Reference Service, by Charles A. Quattlebaum. Washington, U. S. Govt. Print. Off., 1968. 3 v. (H. doc. 398, 90th Cong.)

Traces evolution of Federal policies in education from 1777-1960. Presents recommendations of ad hoc advisory commissions and policies and actions advocated by active governmental bodies and private organizations. Brings together information relative to the education and training programs of all Federal agencies.

U.S. National Aeronautics and Space Administration.
A study of NASA university programs. Prepared by Task Force to Assess NASA University programs. Washington, U.S. Govt. Print. Off., 1968. 79 pp. (NASA SP - 185)

This study examines results of the total NASA university program. It determines returns to NASA, the universities and the Nation, assesses these returns, and suggests alternatives that would increase benefits to each party. Chapter 5, "Personnel development programs," examines graduate training, short courses and seminars, cooperative work-study programs, summer faculty fellowship programs (two case studies) and the NASA-NRC Resident Research Associateship Program.

Training Programs in the Federal Government (Cont'd)

U. S. Office of Education.
Inventory of vocational education statistics available in Federal agencies, by Evelyn R. Kay. Washington, U. S. Govt. Print. Off., 1970. 59 pp. (OE-80069)

The Subcommittee on Educational Statistics of the Federal Interagency Committee on Education conducted a survey of Federal agencies to determine the types and characteristics of available data on occupational training programs. Report reprints the forms completed by the agencies showing their activities. Various programs related to students, military personnel, veterans, employed workers (government and private), the disadvantaged, prison inmates, and the general population are covered.

Woodall, Tom.
Focus on training--12 part series on training in the Federal government. Federal times, vol. 5, no. 1, March 5, 1969 through vol. 5, no. 12, May 21, 1969, p. 4 in each issue.

1. Scope, effect of training difficult to measure; 2. Theory and practice sometimes clash; 3. Career chances few for craftsmen; 4. A crying need largely unanswered (clerical workers and computer operators); 5. It's where you are that counts (training for professionals); 6. Intern education: greatest challenge; 7. Supervisors being shortchanged; 8. Resident centers give best education (mid-level executives); 9. Greatest change has been in executive development; 10. How IRS links technology to teaching; 11. Recent trends improve its image; and 12. Still lacks total acceptance in '69 (recommended changes).

TRAINING PROGRAMS IN THE PUBLIC SERVICE

Australia. Commonwealth Public Service Board.
Study assistance in the Commonwealth service; selected statistics of cadetship and study assistance schemes. Canberra, 1970. 30 pp.

Tables"summarise the results of the variety of study assistance schemes available within the Commonwealth Service to enable staff members to undertake studies at the postgraduate, undergraduate, and diploma levels."

Caiden, Gerald.
Reality and fallacies in civil service training. Civil service journal,, vol. 11, no. 1, July-September 1970, pp. 27-30.

Some misconceptions about the nature, history, requirements, and usefulness of training in the civil service are rebutted and further study of its possibilities is proposed. Article based on an address at the Ninth Conference of Public Administration, Hebrew University, April 1967.

Carter, N. G.
Seminar on training in government departments. T and E news (Gt. Brit. Civil Service Dept., Training and Education Division), no. 7, Winter 1970, pp. 9-32.

Covers identification of training needs and managing a training program.

Council of State Governments.
Suggested state legislation, vol. 26, 1967. Chicago, 1966. 1 v.
Includes proposal accompanied by draft legislation on in-service training for public employees, statements on the State Employee Interchange Act and on the State Matching Funds for the Manpower Development and Training Act and a model Anti-discrimination Act.

Eichman, Charles J.
In-service training: correction's stepchild? Public personnel review, vol. 30, no. 1, January 1969, pp. 21-24.
Findings of national surveys of correctional institutions conducted in 1966 indicate a trend toward greater support for in-service training for custodial personnel.

Fiester, Kenneth.
Upgrading hospital workers. Manpower, vol. 2, no. 8, August 1970, pp. 24-27.
The American Federation of State, County, and Municipal Employees uses career ladder development in its program to upgrade hospital workers. Discusses programs in the Boston City Hospital and the Cleveland Metropolitan General Hospital in which training is given to low-grade employees to enable them to move into higher level jobs.

India. Ministry of Home Affairs. Training Division.
Conference on training. Report of the proceedings, February 24-25, 1969. New Delhi, Indian Institute of Public Administration, 1969. 183 pp.
Partial contents: Identification of training needs; Fulfilment of training needs; Evaluation of training programmes and training of trainers.

Institute for Local Self Government.
Community college programs for public service occupations, by Les White. Berkeley, Calif., 1969. 160 pp.
"A design for action for re-direction of vocational-technical local government education and training programs through the community college."
Urges utilization of the community college as a major training resource in order to alleviate the current government manpower shortage in many fields. Offers guidelines for curriculum development, training methods, career ladders, development of qualification standards, etc.

Iowa. University. Institute of Public Affairs.
Local government training programs problems and needs in Iowa, by Clayton Ringgenberg. Iowa City, 1968. 115 pp.
Covers need for in-service training in Iowa local government, programs now available, major gaps, and a suggested program. Also includes data from a survey of 1600 persons in supervisory and managerial positions regarding their training needs plus the Institute's proposed plan for the coming year.
Summary report, 20 pp., 1968.

Training Programs in the Public Service (Cont'd)

Iran. State Organization for Administration and Employment.
Government employees common training project. Prepared by Training Section of Training & Recruitment Division. Tehran, 1968. 17 pp.
Identifies common and specific training needs existing among employees in Iranian government agencies. Lists the priorities and recommends means for their implementation.

Iran. State Organization for Administration and Employment.
Training in public service. Tehran, 1967. 1v.
Presents a "Functional statement and brief description of the activities of the S.O.A.E. /State Organization for Administration and Employment/ Training and Recruitment Division."

Jepson, Norman.
The Prison Service Staff College, Wakefield. T and E news (Gt. Brit.), no. 4, Spring 1969, pp. 22-26.
Highlights various phases of the Prison Service Staff College--indicating levels of training and evaluation of training areas and methods.

Joint Commission on Correctional Manpower and Training.
Manpower and training in correctional institutions, by John J. Galvin and Loren Karacki. Washington, 1969. 88 pp.
Partial contents: A new focus for rehabilitation: economic competence for offenders; The outlook for manpower needs. Appendix I is a list of personnel categories in the field--including jobs in institutions, in probation and parole agencies, and other support positions.

Joint Commission on Correctional Manpower and Training.
Targets for in-service training. Report of a seminar convened in Washington, D. C., May 4-5, 1967 by the Office of Law Enforcement Assistance and the .... Washington, 1967.
A selection of papers presented on various aspects of in-service training for personnel working with the rehabilitated public offender. The authors deal with defining objectives, selecting training methods and evaluating training programs.

National League of Cities.
Catalog of training courses for local government personnel, by Peter D. Veillette and others. Prepared for U.S. Department of the Army, Office of Civil Defense, Training and Education Program Division. Washington, 1967. 510 pp.
Lists post-entry training courses provided, or available to, officials and employees of cities, townships, or, towns, counties, and special districts and non-instructional employees of school districts

Saunders, Charles B., Jr.
Upgrading the American police; education and training for better law enforcement. Washington, Brookings Institution, 1970. 182 pp.
The basis of the police problem is presented as one of personnel, i.e., how to provide the necessary manpower and overcome past neglect. Chapters on education and training for policemen are followed by suggestions for Federal programs and policies.

Wanasinghe, H. S.
Training in the public service. T and E news (Gt. Brit. Civil Service Dept., Training and Education Division), no. 6, Spring 1970, pp. 16-20; no. 7, Winter 1970, pp. 54-58; no. 8, Spring 1971, pp. 17-19.
The director of Administrative Training in the Government of Ceylon and Director of the Ceylon Academy of Administrative Studies in this three-part article assesses the training needs and practicable techniques for training civil servants in countries such as Ceylon. He also finds that training provides an answer to generating administrative support for development and should be linked with career systems.

Wells, George.
Organization and team development. Management manpower bulletin (California State Personnel Board), no. 11, May 1, 1970. 3 pp.
Team development is a training technique being used by California government agencies as a means to organizational change. Group training sessions, usually in off-site locations, are aimed at identifying the organization's objectives, impediments to achieving them, and a course of action to apply on returning to the job.

Westphal, Mary C.
Reaction: minority sensitivity training. Public personnel review, vol. 31, no. 2, April 1970, pp. 74-77.
Reports on a race relations training program of the Minneapolis Civil Service Department. The objective was for all employees to receive information and contribute to the city's equal opportunity employment commitment.

Wisconsin. University. Institute of Governmental Affairs.
State and local government training in Wisconsin; a summary of status and issues. Madison, 1970. 32 pp.
Reviews training of governmental personnel in Wisconsin at state and local levels, focusing on the identification of existing problems and deficiencies of importance both to those who provide and those who use training.
Originally a discussion guide for a conference on State and Local Government Training in Wisconsin, Lake Delton, Nov. 12-13, 1969.

PLANNING AND ADMINISTRATION OF EXECUTIVE DEVELOPMENT PROGRAMS

Adair, John.
Training for leadership. London, Macdonald and Co., Ltd., 1968. 158 pp.
"The aim of this book is to demonstrate that leadership potential can indeed be developed in more effective ways than at present and to show how this may be done." Describes the "Sandhurst course in functional leadership" and its application to the training of junior managers in industry.

Bard, Richard K. and Donald T. Prihoda.
Emphasizing the individual. Journal of college placement, vol. 29, no. 1, October-November 1968, pp. 102-104, 106, 108.
Description of Campbell Soup Company's management development programs.

Barnett, John H.
Non-computer executives and the computer. Journal of systems management, vol. 20, no. 12, December 1969, pp. 14-21.
Research reported here was designed to show whether apathetic or negative attitudes toward information systems are related to the approach to training non-computer executives in computer capabilities. The "top-down" approach is compared to the "bootstrap" approach, with the major question being whether or not "the design and management of computer information systems relating to a function can be separated from the internal corporate management of a function."
The bootstrap advocates say no and the author suggests that this is the coming view.

Baum, Bernard and Elmer Burack.
Information technology, manpower development and organizational performance. Academy of Management journal, vol. 12, no. 3, September 1969, pp. 279-291.
"This study of some 70 large business firms suggests that many companies, some of considerable size, continue to reflect a lack of appreciation for uses of information technology in managerial decision systems and the implications of this innovation for managerial education and training." Results of the study "suggest that the diversity of manufacturing process and service type firms incorporated in this study view their upper managerial ranks ... as relatively computer literate...." but lower level supervisory groups are considered less competent.

Beckhard, Richard.
From confusion to fusion: integrating our educational and managerial efforts. IMR (Industrial management review), vol. 10, no. 1, Fall 1968, pp. 1-11.
Examines areas of opportunity for developing collaborative efforts in integrating knowledge transmission in the business school, in utilization of specialties in firms, and between managers in the firm and faculties in the business school.

Berkwitt, George J.
Can executives be remade? Dun's, vol. 96, no. 1, July 1970, pp. 31-33.
Displaced executives can often be salvaged to become useful in the company or elsewhere. Many companies now have executive rehabilitation and revitalization programs for those about to be displaced or who are approaching dead ends in their present positions. Berkwitt describes help provided by several company plans as well as by outside counseling services.

Planning and Administration of Executive Development Programs (Cont'd)

Bernstein, Lesley, ed.
Management development. London, Business Books, 1968. 188 pp.
Presents newer trends in management development, "shows how companies are tackling the problems of implementing management development schemes and indicates the solid benefits that are being derived from them." Also includes promotion and management succession, motivation and loyalty, incentives, salaries, and fringe benefits.

Brock, Luther A.
What are your company's poorest writers really like? Training and development journal, vol.24, no. 5, May 1970, pp. 44-45.
A professor of business communications at North Texas State University tells why executives fail to improve their writing techniques and offers training suggestions for helping them to do so.

Brown, Ralph J.
Developing future managers--a systems approach. Journal of systems management, vol. 21, no. 3, March 1970, pp. 34-37.
In view of the complexity of the future manager's job, the author suggests taking "the various activities, processes, programs, and policies that are related to the area of management development and building feedback circuits and sequential interconnects that will integrate the components into a meaningful whole." Includes figures.

Burke, Thomas E.
A systems approach to the planning and formulation of technology augmented programs for management education. Ann Arbor, Mich., University Microfilms, Inc., 1970. 203 pp.
Doctoral dissertation, University of Texas at Austin, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 7, January 1970, p. 2668-A.

Byars, Lloyd L.
Management training in systems management. Ann Arbor, Mich., University Microfilms, Inc., 1970. 143 pp.
A study on the techniques, the programs, and the training problems relating to developing systems managers in 200 large U. S. companies.
Doctoral dissertation, Georgia State University, 1970. Abstracted in Dissertation Abstracts, vol. 31, no. 3, September 1970, p. 867-A.
An excerpt of partial findings: "Systems training in the top U. S. firms"is in Journal of systems management, vol. 21, no. 6, June 1970, pp. 27-29.

Callery, William.
Management development: what is it? Who does it? Training and development journal, vol. 24, no. 5, May 1970, pp. 46-47.
A look at three aspects of management development, i.e. filling key openings from within, identifying talented juniors, and providing opportunities for managers to improve their effectiveness and to keep up-to-date.

Cotlar, Morton.
Management of learning for the learning of management. Ann Arbor, Mich., University Microfilms, Inc., 1970. 198 pp.
Doctoral dissertation, University of Georgia, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 12, June 1970, p. 5253-A.

Planning and Administration of Executive Development Programs (Cont'd)

Couger, J. Daniel.
Producing a computer-oriented manager. Journal of systems management, vol. 20, no. 5, May 1969, pp. 22-27; no. 6, June 1969, pp. 14-20.
Part one describes computer and systems analysis programs in leading business schools. Includes evaluation and objectives of the curricula, selected course outlines for both introductory and advanced computer and systems analysis programs, and graduate and undergraduate approaches. Part two discusses computer applications curricula, business games, management information systems and the outlook for producing managers who are computer oriented.

Couger, J. Daniel.
Training tomorrow's business managers. Journal of data management, vol. 6, no. 12, December 1968, pp. 29-34.
Reports on significant developments in computer use at several leading business schools and foresees the development of a generation of computer-oriented managers who will utilize more fully the capabilities of the computer in decision-making.

Daly, Don.
Management in Canada--future training needs. Optimum (Canada), vol. 1, no. 1, Winter 1970, pp. 47-53.
Estimates that there will be a continuing and increasing demand for qualified management in Canada while supply can increase only slowly. Reviews steps companies might take to develop management skills in their own staffs.

Dawson, Victor.
Aspro's effective executives. Personnel (Gt. Brit.), vol. 1, no. 12, November 1968, pp. 34-37.
Describes the management development program initiated at Aspro-Nicholas, after it grew in size and diversified.

Desatnick, Robert L.
A concise guide to management development. New York, American Management Association, Inc., 1970, 175 pp.
States that executive development should be a way of life within the organization rather than an additional program. Views the best method of training as a systems approach involving the man, the job, and the working environment, and presents a program for putting such a plan into action. Emphasizes the importance of selecting superior personnel and the necessity for follow-up and possible replacement.

Desatnick, Robert L.
Developing managers--an integral part of the management process. Training and development journal, vol. 24, no. 8, August 1970, pp. 2-6.
The underlying thought is that sound management development requires a systems approach, a continuous process which flows and recycles to provide efficient managers. A model is set up and its various components examined.

Dhir, Krishna S.
The problem of motivation in management development. Personnel journal, vol. 49, no. 10, October 1970, pp. 837-842.
"Why do managers exhibit resistance to development programs? Several reasons are given and the author discusses other problems encountered in motivating managers to achieve through management development programs their goal of becoming better managers."

Planning and Administration of Executive Development Programs (Cont'd)

Diebold, John.
The training of managers. In Man and the computer; technology as an agent of social change. New York, F. A. Praeger, 1969, pp. 107-127.
Based on a 1965 address, the author explores the ways in which management education can be improved to anticipate the demands made on a manager in a rapidly changing society.

Drucker, Peter F., ed.
Preparing tomorrow's business leaders today. A symposium on the occasion of the fiftieth anniversary of the Graduate School of Business Administration, New York University. Englewood Cliffs, N.J., Prentice-Hall, Inc., 1969. 290 pp.
Points out the political and societal factors in business which are relevant to business executives and toward which training and development programs should be oriented. Includes: New directions in professional business education, by Clifford . Clark.

Engineering Employers' Federation.
Report of working party on management training and development. Bethesda, Md., Educational Resources Information Center, 1968. 36 pp.
Survey of management training arrangements revealed little activity in small companies, more in two larger ones. Includes recommendations, a management succession chart, etc.

Engineers Joint Council.
Learning resources; a directory for engineers,scientists and managers, ed. by Edward D. Shanken. New York, 1969. 108 pp.
"... A crossed indexed compilation of essential information about short courses, seminars, conferences, workshops and other educational activities through which engineers, educators, scientists and managers may enhance their professional competence." Training offerings: management, pp. 23-24; personnel, p. 31; self-development, p. 36.

Executive Study Conference, Indianapolis, Indiana, December 1 and 2, 1965.
Issues and concepts in executive education and development; Proceedings .... Princeton, N. J., Educational Testing Service, 1968. 149 pp.
Partial contents: Changing concepts of executive development, by William R. Dill; What education and development is needed, by William Haeberle; Motivation through executive development, by John B. Miner; Organizational climate and executive development, by Daniel Glasner; Early experiences with management development programs, by Calvin Ermey; Impact of an executive training program (a case study), by Richard S. Barrett; University advanced management programs today, by Leopold Gruenfeld; Values of sensitivity training for managers, by Douglas R. Bunker; Research in sensitivity training: a review of the issues and the evidence, by Robert House; Internal problems generated by executive development programs, by Harold Wisely; Overview and implications for research, by John K. Hemphill.

Fergason, Guy.
Management development is important. Best's insurance news (life health edition), vol. 69, no. 1, May 1968, pp. 73-75.
Proposes methods to use in developing insurance executives which are equally applicable for trainees in other lines of work.

Planning and Administration of Executive Development Programs (Cont'd)

Florez, Genaro A.
Management development--today and tomorrow. Training and development journal, vol. 24, no. 5, May 1970, pp. 20-24.
The author advocates manpower planning and development by objectives. He feels the training process should start before potential managers are made actual managers; and suggests using job descriptions, procedure manuals and close supervision as means to more effective development. Concludes this program needs top management support to be truly successful.

Frank, H. E.
Management development in Eastern Europe; economic reform behind Iron Curtain creates new needs for management development--and interest in Western practices. Training and development journal, vol. 24, no. 4, April 1970, pp. 4-7.
Executive development needs and practices in Rumania, the Soviet Union, and other Eastern European countries.

Fritz, Roger J.
Management development is your responsibility. Personnel journal, vol. 47, no. 12, December 1968, pp. 857-861.
Points out the crucial importance of management development because of a growing shortage of management manpower; a large turnover in personnel, due to lack of challenge and variety in managerial positions; and the information explosion causing managerial obsolescence. Management development is described as a continuing process of education with emphasis on the individual. Presents criteria for evaluating managers.

Gerdel, J.K.
Who will be making executive decisions? The Office, vol. 68, no. 5, November 1968, pp. 83-85, 164.
Advocates concentrated training courses and refreshers for the executive in the disciplines and techniques practiced by his specialists. Thus, the executive can better evaluate and select from specialists' work the information needed for successful decision making.

Glasner, Daniel M. and Milton L. Rock.
Development of bank management personnel. New York, American Bankers Association, 1969. 106 pp.
Considers systems and techniques for developing future managerial personnel and the organizational environments that can help or hinder this development. Several career development programs are presented as illustrations.

Gotsche, Anton W.
A study of executive development programs in the American hotel/motel industry. Ann Arbor, Mich., University Microfilms, Inc., 1970. 216 pp.
Doctoral dissertation, New York University, 1970. Abstracted in Dissertation Abstracts, vol. 31, no. 5, November 1970, p. 1942-A.

Guerin, Quentin W.
Attitudes--an operation definition. Can we state management training objectives in more specific terms? Training and development journal, vol. 22, no. 12, December 1968, pp. 20-22.
Attitudes should be defined in terms of management's needs.

Planning and Administration of Executive Development Programs (Cont'd)

Haas, John A.
Middle managers' expectations of the future world of work: implications for management development. Ann Arbor, Mich., University Microfilms, Inc., 1970. 195 pp.

World of Work Questionnaire was used for collecting personal and behavioral data from 139 managers. Discussion focuses on the implications for designing a management development program which will meet not only the organization's training objectives for its managers, but also the perceived needs of the managers.

Doctoral dissertation, University of Pittsburgh, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 8, February 1970, p. 3143-A.

Heneman, Herbert G., Jr.
Developing tomorrow's managers today. S.A.M. advanced management journal, vol. 35, no. 4, October 1970, pp. 46-51.

Lists positive steps that must be taken to-day if we are to have an adequate supply of managers for to-morrow. Examines what is currently wrong with management development and discusses the place of manpower planning. Appended: Selected references on management development.

International Management Congress, 14th, Rotterdam, 1967.
Management and growth; management's creative task in a world of increasing complexity and accelerated growth. Proceedings, 14th International Management Congress of CIOS (Conseil International pour l'Organisation Scientifique) Rotterdam, Sept. 19-23, 1967. Organized by Nederlands Instituut voor Efficiency. Rotterdam, Rotterdam University Press, 1967. 463 pp. (Nederlands Instituut voor Efficiency, publication no. 458)

Articles on management development include: Management education in and for the growing enterprise, by Lawrence A. Appley; The impact of science and technology on the development of managers, by John Diebold; and Making managers for growth, by L. E. J. Brouwer.

International University Contact for Management Education (IUC).
Problems and prospects of management education and research in Germany. Developments in organizational theory and organizational practice. Summary of the 12th annual conference..., Nuremberg June 17-21, 1965. Rotterdam, The Netherlands 1967. 44 pp.

Includes a consideration of what might be included on management in pre-employment university education, on the role of the university in post-experience education programs, and on cooperation between universities and industry in management research.

Jacobs, Thomas L.
Combating managerial obsolescence. Business horizons, vol. 12, no. 5, October 1969, pp. 58-60.

Management obsolescence is defined as "the difference between the practicing manager's knowledge of the current state of conceptual thinking and the current state of conceptual development in the field of professional management." To combat such a gap, seminars are recommended to bring together practicing managers and D.B.A. or Ph.D. candidates.

Planning and Administration of Executive Development Programs (Cont'd)

James, John.
Training for leadership. Training and development journal, vol. 24, no. 5, May 1970, pp. 34-36.
Presents ten principles for management or leadership development which emphasize tailoring the training process to the individual's personality and to his daily development in his present work situation, with sufficient opportunity for decision-making.

Jensen, Barry T.
The route from little man to middle man; a management trainer is faced with using his own teaching. Training and development journal, vol. 23, no. 3, March 1969, pp. 22-25.
A management trainer who has been tapped for more responsibility reviews management development principles and his course content and suggests an "ideal" management development program.

Kenny, Terence.
Growing pains of management development. Personnel (Gt. Brit.), vol. 1, no. 12, November 1968, pp. 30-33.
Explores the effects of the growth of management development on the organization of personnel departments and on their personnel management philosophy.

Kurzman, Paul A.
Developing the industrial statesman. Training and development journal, vol. 23, no. 4, April 1969, pp. 28-32.
Discusses the growth and expansion of executive development activity and such resulting trends as formal training, professionalization, merit promotion and the interdependence of the corporation and the university. Also comments on the subsequent development of corporate social awareness and predicts a trend toward a liberal education for the executives.

Laspia, John, Jr.
How a conglomerate develops top managers. Personnel, vol. 46, no. 1, January-February 1969, pp. 8-12.
Cites experiences of U.S. Industries, Inc., a diversified company, which creates a reservoir of managers by continually developing middle managers to move up to higher responsibilities, by including subordinates in the decision-making process, and by encouraging attendance at high-level meetings.

LeBreton, Preston P. ed.
The dynamic world of education for business; issues, trends, forecasts. Cincinnati, Ohio, South-Western Pub. Co., 1969. 250 pp.
A collection of papers on the need for and development of professional education for business leadership. Contributions include: The public role of management, by Keith Davis; Theory as an angle of vision in management education, by Dalton E. McFarland; Cooperation required in planning for the education of tomorrow's business leaders, by R. F. Patterson; The new challenge and opportunity for the management scholar, by Preston P. LeBreton.

Planning and Administration of Executive Development Programs (Cont'd)

Lee, James A.
Developing managers in developing countries. Harvard business review, vol. 46, no. 6, November-December 1968, pp. 55-65.
Identifies five key environmental problem areas in developing managers in emerging countries. Recommends an action program for dealing with them.

Levinson, Harry.
On being a middle-aged manager; crisis stage brings significant change in health, work style, point of view, family relationships, and personal goals. Harvard business review, vol. 47, no. 4, July-August 1969, pp. 51-60.
Executives at middle-age face crises in their personal lives which also have implications for the organization. Levinson describes the shifts in point of view, work style, family relationships, goals and ways to meet the problems. He suggests that training programs for those under 35 should foster creativity, impulsive action, etc. while development programs for those over 35 should focus on refreshment, keeping up and refinement.

Lippert, Frederick G.
British management training today and tomorrow; a special report from an American observer of current scene in Britain. Training and development journal, vol. 24, no. 4, April 1970, pp. 8-10.

Lombard, George F. F.
Some reflections on education for business administration during the next 30 years. Harvard Business School bulletin, vol. 46, no. 1, January-February 1970, pp. 9-12.
Dean Lombard reviews substantive problems he foresees ahead--those dealing with justice, environment, war, overpopulation and famine, and the tendency of old institutions to run down. He feels that training should be refocused to develop in future managers "sensitivity for others and tolerance for uncertainty and ambiguity" in dealing with the challenges.

Lowell, Joseph W., Jr.
Training. In Brandon Systems Institute, Inc. Data processing '69; second annual management conference on data processing, sponsored by ... January 1969. New York Brandon/Systems Press, Inc., 1969, pp. 90-104.
The Head of the ADP Management Training Center of the U. S. Civil Service Commission identifies the groups in need of management training in data processing and makes curricular suggestions for training the senior user manager and the beginning systems analyst.

Lumsden, Andrew.
Top teaching for computers. Management today (Gt. Brit.), February 1969, pp. 27-28, 30.
Describes courses to introduce top management to data processing given by Univac at its international executive center in Rome and by IBM at Hershey Park, England.

Planning and Administration of Executive Development Programs (Cont'd)

McCarthy, Daniel J.
The computer in business education. Computers and automation, vol. 19, no. 4, April 1970, pp. 26-29.
Reports on the "primitive" situation in the computer field in most business school curricula. In particular, singles out the Amos Tuck School of Business Administration at Dartmouth College as an exception. Provides a perspective on the place of computers in business school education.

McConnell, John H.
The assessment center in the smaller company. Personnel, vol. 46, no. 2, March-April 1969, pp. 40-46.
Describes a compact version of the assessment center, worked out by Wolverine Tube, of Universal Oil Products. It has proved a valuable tool in the total management development program of the small company, particularly because it affords early identification of management potential.

McCoy, Robert C.
A study of the use and impact of verbal communication processes in psychological counseling involved in the development of management employees in a business organization. Ann Arbor, Mich., University Microfilms, Inc., 1967. 267.
Doctoral dissertation, Wayne State University, 1966. Abstracted in Dissertation Abstracts, vol. 27, no. 12, June 1967, pt. 1, p. 4563B.

Macdonald, William G.
Corporate kindergartens. Careers today, vol. 1, no. 2, February 1969, pp. 42-43.
Criticizes past management training programs and describes the new approach being employed by companies today. Management seems more willing than before to invest time in their programs. "Middle management must be shown how to work with young people. Both sides must enter with a general willingness to help each other."

McLennan, Kenneth.
Education and training for managerial jobs. American journal of economics and sociology, vol. 28, no. 4, October 1969, pp. 423-436.
Reports on a survey of manufacturing managers to investigate the existence of patterns in the acquisition of managerial skills. Findings show that most of the managers had graduated from college and had majored in engineering or economics and business. They imply that on-the-job training will be a preferred technique for acquiring skills, while indicating no single method for developing managerial manpower.

McLennan, Kenneth.
The role of organizational experience in developing managerial manpower. Management of personnel quarterly, vol. 8, no. 1, Spring 1969, pp. 36-39.
Report of a survey of 521 managers in 32 manufacturing firms in one industrial area. While the median manager estimated that about 40% of the knowledge required in his job was obtained from experience in the organization (as opposed to on-the-job training or formal education), experience may be much more or much less important for specific groups of managers. Size of firm, level of employee position, functional area and management level are all key factors.

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Planning and Administration of Executive Development Programs (Cont'd)

Macpherson, W. C.
Management development at the Bell. Canadian personnel and industrial relations journal, vol. 16, no. 1, January 1969, pp. 37-41.
The author is Vice President, Personnel, Bell Telephone Company of Canada. He describes Bell's management development program and the Job Planning and Review process which precedes it. Job Planning and Review is a means for bringing the supervisor and the subordinate together in developing job goals and in encouraging the subordinate to analyze his own responsibilities and consider his self-development. Bell also has a Young Managers Development Program aimed at college recruits which emphasizes meaningful assignments and continuous training.

Mitchell, Howard M.
Teaching managers to manage. Training and development journal, vol. 24, no. 8, August 1970, pp. 8-12.
Reviews haphazard approaches to management development: "topsy," bandwagon," and "eureka." Develops a conceptual approach to be used as a framework for building plans tailored to individual companies. Char what the manager actually does, the conceptual framework, a general reading plan, and costs.

National Industrial Conference Board, Inc.
Developing managers in the smaller company, by Lowell Laporte. New York, 1968. 33 pp. (Managing the moderate-sized company, report no. 8)
Findings of a survey of 60 companies in the United States and Canada furnish information on what the chief executive looks for in a manager, and management development techniques.

New dean, new era for Harvard B-school. Business week, no. 2108, January 24, 1970, pp. 58-60, 66.
Dean Lawrence E. Fouraker comes to the Harvard Business School at a time of change. More women and black students are being admitted to the program, there is growing emphasis on urban and environmental problems, and students are concerned with more than making money.

Nind, Philip.
Teaching American management. Management today (Gt. Brit.), November 1969, pp. 80-83, 166, 168+.
"Over many years U.S. business has established a formidable lead in numbers of intelligent, educated managers--a lead which British industry must strive to reduce. How best to catch up, and what new standards the Americans are trying to set, was investigated on a tour of six U.S. business schools."

Odiorne, George S.
Training by objectives; an economic approach to management training. New York Macmillan, 1970. 354 pp.
Considers particularly the economics and behavioral consequences of training and development programs for those in management. Case studies are taken from industrial organizations to illustrate the problems and the techniques involved. Includes material in context and task analysis, simulation and management games for training, and managing managers through coaching.

Planning and Administration of Executive Development Programs (Cont'd)

Planning a manager's development. Personnel management (Gt. Brit.), vol. 1, no. 6, October 1969, pp. 50-52.

Contends that successful management development entails consulting the manager about his needs and involving him in development planning. Discusses four steps in satisfying the manager's needs: analysis, selection, control, follow-up. Notes the roles of the manager's superior and the management development officer.

Reeves, Elton T.

Management development for the line manager. New York, American Management Association, Inc., 1969. 239 pp.

Views management development as a continuing and continuous function. Examines the process from presupervisory selection and training through middle management and the executive levels.

Rhea, Richard E. and James R. Bruskotter.

Management development: uniform opportunities in diversified operations. Personnel, vol. 46, no. 3, May-June 1969, pp. 48-55.

Marathon Oil Company's management development program provides uniform training for all levels of management in its diversified operations. The program utilizes six stages of development from supervisory orientation to top level conferences.

Roberts, T. J.

Developing effective managers. London, Institute of Personnel Management, 1967. 63 pp.

A brief review of management development principles, current thinking on the subject, and practical approaches for establishing a program, assessing managerial requirements, reviewing performance, and training on the job and in formal outside courses.

Rochester, University. Management Research Center.

Some problems in the behavioral science education of managers and management instructors in developing nations, by K. M. Thiagarajan and C. K. Prahalad. New York, 1969. 14 pp. (Technical report 31)

Surveys organizational and social contexts in developing nations affecting management training. Specific problems and examples are cited from experience in India.

Shannon, F. B.

Management development at Western Electric. Business horizons, vol. 12, no. 6, December 1969, pp. 7-13.

Description of a management development program based on the premise that "a business executive cannot achieve and hold a position of leadership with only the formal education he received during the early years of his life."

Planning and Administration of Executive Development Programs (Cont'd)

Siegel, Gilbert B.
Management development and the instability of skills: a strategy. Public personnel review, vol. 30, no. 1, January 1969 pp. 15-20.
Relates management development to the process of increasing the capacity in an organization for predictable behavior. This involves two types of factors: organizational-technical and human. Since individuals capable of adapting to the changefulness found to characterize organizations are elusive, the O-E-C syndrome (organizing-evaluating-coaching) is proposed as the best management strategy for developing the self-actualizing employees needed.

Skertchly, Allan R. B.
Tomorrow's managers. London, Staples Press, 1968. 240 pp.
"The practical purpose of the book is to examine and define necessary aspects of management education and training in relation to the needs of advanced technological societies." Suggests methods for fostering better executive performance and considers the level and nature of the knowledge required.

Sloan, Stanley
Management development in hospitals: a case study. Ann Arbor, Mich., University Microfilms, Inc., 1970. 250 pp.
Doctoral dissertation, University of Wisconsin, 1969. Abstracted in Dissertation Abstracts, vol. 31, no. 1, July 1970, p. 431-B.

Souerwine, Andrew H.
Prerequisities for management development programs. Journal of the College and University Personnel Association, vol. 21, no. 2, February 1970, pp. 1-6.
Souerwine asserts that management development should be limited to those who actually perform managerial functions and not extend to those who are managers in name only. He proceeds to examine the role of the manager and his development, taking us through the development sequence, and concludes with a listing of prerequisities needed.

Spencer, David S. and Edward J. Connors.
These managers benefit from long-term training program. Modern hospital, vol. 115, no. 4, October 1970, pp. 100-102.
Middle-managers at the University of Wisconsin Hospital, Madison, can participate in a three-phase program which is a combination of classwork, individual projects, and seminars. Participants, working a variety of hospital fields, feel the program has helped them clarify career goals, aided them to carry out present job responsibilities, and has improved their morale.

Statler, Paul C.
Management development plan at Traders Group Limited. Canadian personnel and industrial relations journal, vol. 17, no. 1, January 1970, pp. 60-62.
Case history of Traders Group Limited's project to study the "boss/subordinate" relationship in order to identify management conditions and practices as viewed by subordinates.

Planning and Administration of Executive Development Programs (Cont'd)

Steinmetz, Lawrence L.
AGE: unrecognized enigma of executive development. Management of personnel quarterly, vol. 8, no. 3, Fall 1969, pp. 2-12.
One of the causes of the shortage of managerial talent is the process of premature selecting out. The manager who fails to be chosen in the first round of bright young men often loses hope as well as the motivation to succeed. Executive development more properly, according to the author, should be designed to encourage achievement and emphasize opportunity all along the managerial ladder. The individual's age and attitudes must be considered in choosing the appropriate training.

Stephenson, Harriet.
A manager's personal training and development need-determination questionnaire. Training and development journal, vol. 24, no. 6, June 1970, p. 40.
Self-rating check-list for comparison with the professional manager in such areas as goals, self-improvement, motivation, supervisory skills, communication techniques, etc.

Sugden, Virginia M., ed.
Management development programs in selected industries on Long Island. Hempstead, N.Y., Hofstra University, 1967. 422 pp. (Hofstra University Yearbook of Business, series 4, vol. 3)
Traces the origin and growth of management development programs in American industry in general, and examines in particular the types and extent of management training courses offered by Long Island colleges, universities, and corporations. Concludes that in addition to internal development programs, organizations are making increasing use of external training agencies.

Swope, George S.
Interpreting executive behavior. New York, American Management Association, 1970. 335 pp.
Covers executive approaches to management development; Management 1970-2000.

Teague, Frederick A.
International management selection and development. California management review, vol. 12, no. 3, Spring 1970, pp. 1-6.
For U. S. companies with significant overseas operations, the author suggests long-range development programs to train experienced executives, regardless of nationalities. These programs would include rotational assignment and extension education.

Training Research Forum at Harrison House.
The emperor's clothes. Training and development journal, vol. 24, no. 7, July 1970, pp. 2-9.
Defines management and points out the common denominators of management behavior. Suggests a procedure for mapping a company and identifying its skill deficiencies in order to set up a proper management development program.

Planning and Administration of Executive Development Programs (Cont'd)

Turpin, Glenn H.
Manager training. Training and development journal, vol. 24, no. 1, January 1970, pp. 28-30.
"A review of the need and means for developing managers" covers skills needed, use of manpower surveys, and training resources.

U. S. Small Business Administration.
Guidebook for coordinators of management training for small business. Washington, U. S. Govt. Print. Off., 1969. 77 pp.
Although directed at individuals who administer training programs in management techniques for small businessmen, this guidebook will be useful for all those involved in planning, administering and evaluating training programs. Specific steps and techniques are outlined.
Partial contents: Financing the training; Spreading the word--promotion; Detailed preparation; Did the training take?--evaluation.

U. S. Small Business Administration.
Workshop guide for the organization, planning and presentation of "Keys to a business success; a workshop for prospective small business owners." Washington, 1969? 1 v.

Wallace, Emmett.
How to build quality control into management training. Canadian personnel and industrial relations journal, vol. 17, no. 2, March 1970, pp. 61-64.
Tightly preplanned or automated training is suggested as a way to compensate for the varying quality of instructors, e.g., methods used by ProbeTraining, Development Limited, and Media Learning Corporation.

West, Jude P.
A comparative analysis of university executive development programs conducted in 1958 and in 1968. Ann Arbor, Mich., University Microfilms, Inc., 1970. 177 pp.
Doctoral dissertation, University of Iowa, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 7, January 1970, pp. 2821A-2822A.

Where bosses are told off--and like it. Nation's business, vol. 57, no. 7, July 1969, pp. 62-65.
Reports on forums for executives sponsored by the National Chamber Foundation which was set up by, but is separate from, the Chamber of Commerce of the United States. They bring together top executives who analyze social, economic and political trends in order to make down-to-earth decisions.

Planning and Administration of Executive Development Programs (Cont'd)

Williams, Carl B.
One-to-one training of top management. Training and development journal, vol. 24, no 8, August 1970, pp. 40-41.
Advocates one-to-one training for the highest levels of management and as an adjunct to the more conventional participative group training Its principal advantage is that "transfer space," (the differences between the training situation and the environment in which the training is to be applied), is minimized. Other benefits are also pointed out.

Wilson, Robert C.
Easing the way for the new manager. Business horizons, vol. 13. no. 5, October 1970, pp. 53-58.
On the basis of a favorable experience at North American Rockwell, Wilson proposes a three stage orientation for the new executive which would take him through his first year. The process would be divided into the pre-employment period, the first 100 days, and the remainder of the first year and would be designed to help him be both comfortable and effective.

Wisconsin. University. Management Institute.
Handbook for coordinators of management and other adult education programs, by Kenneth E. Rindt. Madison, 1968. 120 pp.
A "how-to" book for the coordinator. Three parts are philosophy and perspective, planning and organizing, conducting and follow-up. Appendices include speaker reminder letters, facilities inventory, room setups, promotional letters, etc.

Zoll, Allen A., 3rd.
Dynamic management education. 2d ed. Reading, Mass., Addison-Wesley, 1969. 502 pp.
Second edition includes material on role-playing and more information on creating training techniques. A general guidebook for the training officer.

Bibliography

Educational Resources Information center.
Management development and supervisory training. Bethesda, Md., 1969. 70 pp. (Current information sources, no. 2)
Annotated bibliography for executive and supervisory training. Covers management theory, leadership, training needs, and various training methods.

EVALUATION OF EXECUTIVE DEVELOPMENT PROGRAMS

Bibliography

American Foundation for Management Research, Inc.
A selected bibliography on evaluation of management training and development programs, compiled and annotated by Vera Kohn. New York, 1969. 23 pp.

Fifty articles arranged as follows: Description of research studies; Reviews of the literature; Discussions of evaluation techniques; Surveys of corporate practices. Also contains a list of books on the subject and an author index. (Single copies available gratis while supply lasts).

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American Foundation for Management Research.
Management development and program evaluation; partners in promoting managerial effectiveness. A study of the impact of a course in the principles of management on participants from a large company, by Vera Kohn and Treadway C. Parker. New York, 1969. 124 pp.

Analyzes and measures reactions and attitude changes of 27 managers from E.I. duPont de Nemours during an AMA management course.

Baker, Harry D., Jr.
The effectiveness of company-sponsored educational programs for non-supervisory exempt employees. Ann Arbor, Mich., University Microfilms, Inc., 1970. 360 pp.

Doctoral dissertation, George Washington University, 1970. Abstracted in Dissertation Abstracts vol. 31, no. 3, September 1970, p. 866-A.

Baum, Bernard H., Peter F. Sorensen Jr., and William S. Place.
The effect of managerial training on organizational control: an experimental study. Organizational behavior and human performance, vol. 5, no. 2, March 1970, pp. 170-182.

Results of this investigation lend support to the use of organization theory in the evaluation of managerial training. This experimental group was composed of participants in a management training program which was compared before and three months after training with a control group.

Belasco, James A. and Harrison M. Trice.
The assessment of change in training and therapy. New York, McGraw-Hill Book Co., 1969. 166 pp.

Examines four essential problems of evaluation and reports two studies--one on management training, the other on treatment for alcoholism--which suggest an evaluation strategy. Explores insights into the processes of both organizational and individual change. Concludes with proposals for improving both training and treatment.

Evaluation of Executive Development Programs (Cont'd)

Belasco, James A. and Harrison M. Trice.
Unanticipated returns of training. Training and development journal, vol. 28, no. 7, July 1969, pp. 12-17.

Reports on a study undertaken to evaluate the effectiveness of supervisory and management training. The subjects were 258 supervisors on all levels of a large New York organization. The Solomon four-group evaluation design was used in the evaluation procedure. Unexpected findings revealed learning to be secondary to improved supervisory morale and strengthened identification with the organization.

Blickstein, Steve.
How good is the AMA? Dun's review, vol. 93, no. 3, March 1969, pp. 44-47.

Bolar, Malathi.
Evaluating management development programs in industry; a company-based approach from India. Training and development journal, vol. 24, no. 3, March 1970, pp. 34-36, 38-39.

Prior efforts to evaluate management development programs are briefly reviewed after which the author describes his company-based approach as it is used in India. He suggests that the "... training outcome be studied through the performance evaluation system of the company ...," an approach he believes will show the weaknesses and strengths of the organization. Evaluation systems, he points out, can be useful to measure the effectiveness of development programs and not just to identify training needs.

Butkus, Alvin A.
Should executives go back to school? Dun's, vol. 96, no. 3, September 1970, pp. 37-38.

Corporate executives question whether university management training programs improve on-the-job performance.

Camealy, John B.
Management development training; multiple measurement of its effect when used to increase the impact of a long term motivational program. Ann Arbor, Mich., University Microfilms Inc., 1969. 249 pp.

Partial findings: (1) development training produced change opposite to that desired by top management; (2) a clear statement by top management of organizational goals to be furthered by training is a requisite of a goal directed training program; (3) effective evaluation requires early coordination of evaluation strategy, selection of measurement tools, goal objectives and program design.

Doctoral dissertation, University of Washington, 1968. Abstracted in Dissertation Abstracts, vol. 29, no. 12, pt. 1, June 1969, pp. 4136A-4137A.

Crossen, Don F.
Formal training of the Masters' graduate; is it worth the effort? Results of a survey on value, content, problems, satisfaction. Training and development journal, vol. 24, no. 6, June 1970, pp. 52-54.

"The survey replies indicate that formal Master's training does not produce managers quickly, nor in extremely large quantities."

Evaluation of Executive Development Programs (Cont'd)

Ennis, Gerard J.
Using public seminars and institutes. Training and development journal, vol. 24, no. 4, April 1970, pp. 20-25.
Hazards and problems of utilizing outside institutes and seminars for managerial development as well as some of the advantages and benefits. Stresses matching the man to the particular training course most useful to him. Also includes an evaluation form.

Farnsworth, Terry.
After the course is over: dynamism or despair? Personnel and training management (Gt. Brit.), vol. 34, no. 343, February 1969, pp. 26-28.
Names ways of identifying the success and impact of management training in two areas—thinking ability and management ability. Suggests the proper role of the trainee's superior: as a coach, encouraging the subordinate to apply his training and to find new solutions to problems.

Ference, Thomas P. and R. Richard Ritti.
Evaluating the functions of management education. Personnel journal, vol. 49, no. 8, August 1970, pp. 642-650.
After sketching the general image of the MBA, authors present findings of a survey of a sample of MBA recipients who had received their degrees from major business schools since 1959. Questions related to recipients' ideas regarding the difference graduate training made in their subsequent career development and how they felt current educational programs might be improved.

Galbraith, Oliver, III.
An analysis of a Small Business Administration management training program. Ann Arbor, Mich., University Microfilms, Inc., 1969. 250 pp.
The effectiveness of training programs on the attitudes of 57 small business owner-managers was evaluated. It was concluded that "a change in the structure and method of presentation" might result in the program meeting the goals of the SBA.
Doctoral dissertation, University of California, Los Angeles, 1968. Abstracted in Dissertation Abstracts International, vol. 30, no. 2, August 1969, pp. 442-A-443-A.
Also abstracted in Research in Education, vol. 5, no. 5, May 1970, p. 12, ED-034-956.

Golembiewski, Robert T.
Organizational properties and managerial learning: testing alternative models of attitudinal change. Academy of management journal, vol. 13, no. 1, March 1970, pp. 13-31.
Based on Likert's work, the study was focused on middle-level managers.

Evaluation of Executive Development Programs (Cont'd)

Hand, Herbert H.
An empirical study of an executive human relations training program. Ann Arbor, Mich., University Microfilms, Inc., 1970. 179 pp.

Doctoral dissertation, Pennsylvania State University, 1969. Abstracted in Dissertation Abstracts International, vol. 31, no. 4, October 1970, p. 1434-A.

The research was concerned with the immediate and the longitudinal changes in the attitudes of executives of a specialty steel manufacturing plant after 28 weeks of human relations training program.

Hurst, Stanley O.
An empirical evaluation of advanced managerial development techniques. Ann Arbor, Mich., University Microfilms, Inc., 1970. 244 pp.

Discusses the evolving field of management development and a number of training techniques currently being utilized. Singles out the Kepner-Tregoe programs, sensitivity training and the Managerial Grid for detailed explanations together with reviews of major evaluations of each.

Doctoral dissertation, New York University, 1969. Abstracted in Dissertation Abstracts International, vol. 31, no. 3, September 1970, pp. 869-870A.

Jack, W. R.
Are management attitudes changed by "crash" executive development programs? Canadian personnel and industrial relations journal, vol. 16, no. 1, January 1969, pp. 49-54.

Executives of a large company participated in management seminars for two weeks. Ten to twenty-five months later the participants were surveyed to determine their attitudes and feelings compared to non-participants on such need categories as security, social esteem, autonomy and self-actualization. 'The research indicates that management attitudes are not changed by 'crash' executive development programs."

Jerkedal, Ake.
Top management education; an evaluation study. Stockholm, Swedish Council for Personnel Administration, 1967. (Report no. 50, PA Council) 237 pp.

Evaluates external, residential, general training courses for top and next-to-top corporate executives in terms of relationships between initial attitudes and change and participants' background data.

Kelley, James W.
Management grades the graduate business school. Personnel, vol. 46, no. 5, September-October 1969, pp. 16-26.

Reports on a survey of chief executives of the Fortune 500 companies, seeking their opinions of MBA programs. Four main points covered were: the necessity of an MBA for present and future success, the uniqueness of MBA training compared to undergraduate training, the question of knowledge vs. experience, and the rating of eight different educational programs for a business career.

Evaluation of Executive Development Programs (Cont'd)

Kirkpatrick, Donald L.
Evaluating a training program for supervisors and foremen. Personnel administrator, vol. 14, no. 5, September-October 1969, pp. 29-32, 34-36, 38.
The research was designed to evaluate changes in the on-the-job behavior of foremen and supervisors that result from attendance at the institutes conducted by the Management Institute of the University of Wisconsin, University Extension. The programs include sessions on order-giving, training, performance appraisal, grievance prevention and handling, decision-making and initiating change. Changes in behavior in each of these areas are shown in chart form. In nearly all phases the data indicates positive change as a result of the training.

Kohn, Vera and Treadway C. Parker.
Some guidelines for evaluating management development seminars. Training and development journal, vol. 28, no. 7, July 1969, pp. 18-23.
Describes the different methodologies used in two training evaluation studies conducted within American Management Association meetings.

Luthans, Fred, James W. Walker, and Richard M. Hodgetts.
Evidence on the validity of management education. Academy of Management journal, vol. 12, no. 4, December 1969, pp. 451-457.
In an effort to validate the effects of college training and major field on job success, 3,202 employees of a large petroleum corporation were evaluated. Each employee was given a promotability rating by his supervisor which was then compared with his higher educational background. Formal education was found to have a definite influence on management success but no significant relationship was found between academic major and promotability rating.

Management training: an act of faith. Dun's review, vol. 92, no. 6, December 1968, pp. 46-49.
Though there is no way to figure the dollar costs of management training, it has become an accepted part of the corporate environment.

Manley, Frank B.
What companies don't know about management development. Business management, vol. 35, no. 4, January 1969, pp. 43-46.
Pinpoints five conditions leading to ineffective management development programs and eight elements that contribute to their success.

Morreale, Roland A.
Some common fallacies of management development. Personnel journal, vol. 48, no. 11, November 1969, pp. 899-901.
Five fallacies relating to management development are refuted. Given commitment by top management, and sufficient time and resources, the author supports the efficacy of management development, including laboratory training.

Evaluation of Executive Development Programs (Cont'd)

Rochester. University. Managememt Research Center.
On the assessment of the training value of small group exercises for managers, by Bernard M. Bass, K.M. Thiagarajan, and E.C. Ryterband. Rochester, N.Y., 1968. 23 pp. (Technical report no. 22)
"Few have recognized, however, that the utility of an evaluation depends on considering the different needs of the publics that may be interested in the evaluation. Five publics are identified here and their needs outlined.

Sullivan, Alden P.
An analysis of management training program evaluation practices in American industry.
Doctoral dissertations, George Washington University. Abstracted in The George Washington University Bulletin, Abstracts of Doctoral Dissertations, 1969-70, vol. 50, no. 1, October 1970, pp. 169-170.

U.S. Civil Service Commission.
A follow-up study of the three-week residential seminar in PPBS. Prepared by Bureau of Training, General Management Training Center, Curriculum and Training Services Office. Washington, U.S. Govt. Print. Off., 1968. 98 pp.
Evaluation of the influence of the seminar on the job performance, attitudes, and career development of participants of the first 15 seminars.

U. S. Civil Service Commission.
A survey of the effectiveness of management development programs, by Michael E. Spautz, San Francisco Region Summer Faculty Program. Washington, Bureau of Training, 1971. 69 pp.
Summarizes results of a survey to determine what private industry in California is doing to validate management development programs for white collar supervisors and middle managers. Includes data on urban executive leadership seminars for Negro and Mexican-American professionals conducted by PEDR Urban Associates.

Varney, Glenn H.
Why hasn't management development worked? Training and development journal, vol. 24, no. 7, July 1970, pp. 55-58.
Contends that most management development programs have failed to take into account that managers develop only when they are growing psychologically. Hence the high turnover of managers, shortages, and minimum success in management development. Mr. Varney, Director, Advanced Management Program, School of Management, Case Western Reserve University, suggests a new motivational approach to development programs and presents a tentative operation model.

Warr, Peter.
Evaluating management training. Personnel (Gt. Brit.), vol. 2, no. 2, February 1969, pp. 27-29, 36.
Emphasizes the need for evaluating training in order to improve it. Lists four types of appraisal of varying importance depending upon whether evaluation is of manager or operative training. For the former, continuous feedback is needed, not an appraisal tacked on at the end.

Evaluation of Executive Development Programs (Cont'd)

Wheelen, Thomas L.
Graduate business education for personnel management executives. Personnel journal, vol. 49, no. 11, November 1970, pp. 932-934.
A questionnaire submitted to senior personnel management executives of the country's 200 largest industrial employers concerned their satisfactions and dissatisfactions with the training of recent MBA hires for personnel management positions, their preferences for baccalaureate degrees, and areas in which they felt training had been inadequate for either initial or long range success.
See also: An Appraisal of Graduate Business Education by Senior Personnel Management Executives in Industry by the same author. Ann Arbor, Mich., University Microfilms, Inc., 1969. 261 pp. This is a doctoral dissertation, George Washington University, 1968. Abstracted in Dissertation Abstracts International, vol. 30, no. 2, August 1969, p. 451A.

Wheelen, Thomas L.
MBA objectives as viewed by personnel executives and graduate business students. Management of personnel quarterly, vol. 9, no. 3, Fall 1970, pp. 24-25.
Eleven objectives of graduate business schools were rated according to importance by a group of personnel executives and by a group of graduate business students. Both agreed on the desirability of the broad approach to graduate business education but there was some disagreement on when and at what level particular training was useful.
See dissertation cited in above entry.

Yeager, Joseph C.
The effectiveness of a training program in human relations. Ann Arbor, Mich., University Microfilms, Inc., 1970. 82 pp.
The specific concern of this study was to measure the change brought about in a group of supervisors in a commercial airline after the administration of a training program in human relations techniques.
Doctoral dissertation, University of Pittsburgh, 1969. Abstracted in Dissertation Abstracts International, vol. 31, no. 4, October 1970, p. 2344-B.

FEDERAL GOVERNMENT PROGRAMS

Applegate, Charles.
Executive interchange test slated. Federal times, vol. 5, no. 46E, January 14, 1970, pp. 1, 10.
Progress report on the program which will allow the exchange of executives between government and industry for a period of 12 to 18 months.

Federal Government Programs (Cont'd)

Business and government will swap executives. Nation's business, vol. 58, no. 3, March 1970, p. 44.

Provides some details of the business-Federal government executive exchange program to be activated this summer under the President's Commission on Personnel Interchange. Lists companies interested in participating.

Butz, John R.

New look in training for participative management. Journal of Navy civilian manpower management, vol. 4, no. 1, Spring 1970, pp. 25-26.

Describes program for top management officials at Naval Ammunition Depot, Crane, Indiana, in order to increase employee participation, creativity, and morale.

Chester, T. E.

Management training in the public sector. District bank review (Gt. Brit.), no. 165, March 1968, 27 pp.

A review of managerial career development activities in British and American civil service systems, both in-service and on-campus.

Conac, Gerard.

Le perfectionnement des fonctionnaires dans l'administration federale des Etats-Unis. Bulletin de l'Institut International d'Administration Publique, no. 11, July-September 1969, pp. 23-40.

Reviews trends in the American civil service system which have necessitated the establishment of a formalized system of training and development in the Federal government through the Government Employees Training Act. Describes and evaluates role of the U. S. Civil Service Commission, and its Bureau of Training, Executive Seminar Centers, and Federal Executive Institute. (French)

Crockett, William J.

Team building--one approach to organizational development. Journal of applied behavioral science, vol. 6, no. 3, July-August-September 1970, pp. 291-306.

A description of an effort in the Department of State to improve management and communications through team building. Eleven senior employees (a boss and his ten subordinates) met with two behavioral scientists for two days, confronting their personal strengths and weaknesses as well as their working relationships. They found participative management not easy but rewarding.

Eschbacher, Virginia.

A proposed research design to determine if employee development in the Federal civil service should be organization-initiated or employee-nominated. Washington, 1970. 7 pp.

Papers prepared for course for Personnel Management for Personnel Specialists, March 1970.

Federal Government Programs (Cont'd)

The Federal government and continuing education: Department of Defense, by Nathan Brodsky; Civil Service Commission, by Kenneth Mulligan. NUEA spectator (National University Extension Association), vol. 34, no. 2, December 1968-January 1969, pp. 7-14.

Haverland, Edgar M.
Officer training research and its implications for executive training. Alexandria, Va., George Washington University, Human Resources Research Office, 1969. 9 pp. (Professional paper 19-69)

Symposium presentation at the American Psychological Association Convention, New York, City, September 1961.

Description of training research studies in a military setting which show that leaders or executives need to know a good deal about their subordinates' jobs and that the executive's job itself should be clearly defined for training and selection purposes.

Hennessy, Bruce L.
An analysis and evaluation of current executive development program within the executive branch of the Federal government. n.p., The Author, 1967. 115 pp.
Master's thesis, George Washington University, 1967.

Inservice training programs for government executives. In Collected papers on administration in government, ed. by Clarence M. Ferguson. Madison, University of Wisconsin, National Agricultural Extension Center for Advanced Study, 1964, pp. 131-149.

Contains three brief articles: by John B. Holden on the history, organization, and programs of the U. S. Department of Agriculture Graduate School; by Edmund Fulkner on the management program for grades 14-16 as found in the Graduate School; and by Walter G. Held on the history and current programs of the Brookings Institute.

Jensen, James O.
Army Management Engineering Training Agency; the Federal government's successful experiment in management improvement and innovation. Training and development journal, vol. 22, no. 11, November 1968, pp. 23-26, 28-31.

Reports the development and function of the Army Management Engineering Training Agency (AMETA). Describes their scientific management approach in which training, research and use of consultants is coordinated. Suggests that business and government could well apply "the AMETA formula to train their personnel and have access to the in-house management consultant capability of the faculty for the timely solution to 'real world' local government problems."

Kerr, John R.
A comparative analysis of part-time graduate programs in business. Personnel journal, vol. 48, no. 6, June 1969, pp. 445-451.

An investigation of the part-time graduate programs operated by Florida State University at the Florida space centers. It shows that individual graduate and candidate characteristics, program evaluations, utilization and personal advancement attitudes are all similar to those components of programs at Graduate Schools of Business Administration at Indiana University and Washington University at St. Louis.

Federal Government Programs (Cont'd)

Kushnick, William and Leo Herbert.
Career and professional development in the General Accounting Office. GAO review, Summer 1969, pp. 21-27.
"This article outlines the principles and concepts of GAO's career and professional development program, the primary objectives of which are to improve the capabilities of staff members and thereby the professional competence of the Office."

Laird, Dugan.
They manage very well at IRS, considering their income... Training in business and industry, vol. 7, no. 8, August 1970, pp. 34-38.
Describes the "Careers in Management" program developed in the Midwest Region of IRS to "pre-identify, train and develop a continuing supply of well-qualified supervisors and managers."

Lang, John A., Jr.
Managing the transition of Air Force managers; a challenge to management education. Air University review, vol. 21, no. 6, September-October 1970, pp. 30-35.
Problems involved in managing the top civilian work force in the executive agencies at the time of a Presidential transition are seen from the point of view of the Air Force.

Lehem, Howard W.
Analysis of the management development program within the research and development organization of a Federal agency. 90 pp.
Master's thesis, George Washington University, 1968.

Macy, John W., Jr.
Executive preparation for continuing change. Public administration review, vol. 29, no. 5, September-Ocrober 1969, pp. 501-503.
An address presented at the dedication of the Federal Executive Institute in Charlottesville, Virginia, on October 13, 1968.

Miner, John B.
Management development and its ethical limitations. Federal accountant, vol. 18, no. 3, September 1969, pp. 54-62.
A consideration of the ethics of requiring managers to participate in training designed to change their attitudes, personalities and behavior.

Ourairatana, Arthitya.
A study of selected career executive development programs in the United States Federal service, 1962-1966. Ann Arbor, Mich., University Microfilms, Inc., 1968. 447 pp.
An examination of three executive development programs for Federal careerists in grades 12-18: the National Institute of Public Affairs Career Education Awards, the U.S. Civil Service Commission's Executive Seminar Centers, and the Brookings Institution Conference for Federal Management and Program Executive.
Doctoral dissertation, University of Colorado, 1968. Abstracted in Dissertation Abstracts, vol. 29, no. 2, August 1968, p. 664A.

Federal Government Programs (Cont'd)

Peppers, Jerome G., Jr., and Ernest W. Spitzer.
Developing military executives. Air University review, vol. 20, no. 4, May-June 1969, pp. 33-35.

To develop better executives, senior managers should provide positive guidance for capability growth of their subordinates. Authors suggest ways to develop managers rather than highly paid technicians.

Pierson, George W.
The education of American leaders; comparative contributions of U.S. colleges and universities. New York, Praeger, 1969. 261 pp.

Attempts to ascertain which institutions of higher learning have had the greatest share in the education of American leaders, either governmental, professional, literary, or industrial. Includes "The national executive, 1789-1962"; "The American Federal executive, in 1959"; Chief diplomatic officers, Congressmen, Chief Justices and other high officials. Page xx: "General rank order of our colleges and universities."

U.S. Civil Service Commission.
The Congressional Fellowship Program; a study and analysis. Prepared by Bureau of Training, Analysis and Evaluation Division. Washington, U. S. Govt. Print. Off., 1968. 80 pp.

Overview of the contents and purpose of this program, sponsored by the American Political Science Association and the Civil Service Commission. Post-Program evaluations of Fellows and responses to survey questionnaires provide reactions of participants. Tables summarize participant characteristics.

U. S. Civil Service Commission.
Guidelines for executive development in the Federal service. Prepared by Bureau of Executive Manpower. Washington, 1971. 11 pp. (Attachment 2 to FPM Letter no. 412-1, October 8, 1971)

U. S. Civil Service Commission.
Long-term educational opportunities under the Career Education Awards and other programs, 1970-71. Prepared by Bureau of Training, Training Management and Analysis Division. Washington, U. S. Govt. Print. Off., 1969. 74 pp.

Descriptively lists training programs that last more than 120 days, designed mainly for Federal employees at policy-making levels. Covers programs administered by the Civil Service Commission at the universities and in research centers (e.g., Cornell, Harvard, Brookings, M.I.T.). Explains program purposes, benefits, eligibility requirements and nominating procedure.

See also Long term educational opportunities under the 1970-71 educational program in system analysis and other programs (1969, 52 pp.); Selected long term educational opportunities 1969, 13 pp.); University offerings in the career education awards program, 1969-1970 (National Institute of Public Affairs, 1968).

Federal Government Programs (Cont'd)

U. S. Department of the Army.
The effective executive. Washington, U. S. Govt. Print. Off., 1969. 30 pp. (Civilian personnel pamphlet no. 45-M-2)

A pamphlet to be used at executive and middle management training sessions in conjunction with the Effective Executive Film Series, featuring Dr. Peter Drucker. Suggested programs along with discussion questions are outlined for use with the presentation of each film.

U. S. Federal Council for Science and Technology.
Education and Federal laboratory-university relationships. Proceedings of symposium, October 29-31, 1968. Washington, U.S. Govt. Print. Off., 1969. 251 pp.

Covers use of Federal facilities for training graduate students; training for laboratory professionals; joint research and interchange of university and Federal professionals.

White, Harold C.
Training from the top on down. Civil service journal, vol. 11, no. 2, October-December 1970, pp. 26-29.

The Agricultural Stabilization and Conservation Service has had an active program for training its managers since 1966. Beginning with its top executives, courses have been offered to managers at all levels. "The best evidence of the program's success is that the greatest supporters of the program are those who have been participants in it."

PUBLIC SERVICE PROGRAMS

Beal, Edwin.
Coverdale training. T & E news (Gt. Brit.), no. 3, Winter 1968, pp. 31-32.
Mr. Beal, a British civil service official, describes his experiences at a one-week residential Coverdale course where the form of training used was similar to that of group dynamics.

Bhambhri, C. P.
Training programme for the Indian administrative service. International review of administrative sciences, vol. 36, no. 1, 1970, pp. 22-29.
Brief review of the structure of the higher civil service in India and somewhat detailed suggestions for improving the system of training for administrators.

Boise, William B.
The French National School of Administration and the education of career executives. Public personnel review, vol. 30, no. 1, January 1969, pp. 31-35.
Describes the establishment, organization, admission requirements, and programs of the French National School of Administration which prepares civil servants for the higher cadres of government. Examines features of the School program which might serve as guidelines for establishing an academy of civil administration in the United States.

Civil Service College opened. Whitley bulletin (Gt. Brit.), vol. 50, no.8, August 1970, pp. 120-124.
As recommended by the Fulton Committee Report, a Civil Service College was opened on June 26, 1970 which will, in three locations, conduct research into governmental administrative problems and provide British civil servants with training courses in administration, management, and vocational subjects. Summarizes programs scheduled for 1970-71, discusses students, staff, and future plans.

Eddy, Susan.
Midcareer training: techniques or theory? Public management, vol. 51, no. 11, November 1969, pp. 3-5.
A discussion of various theories of what mid-career training for public administrators should embrace.

Ginsburg, Sigmund G. and Armand F. Schumacher.
Graduate training in P.A.: what's wrong, what's right. Public management, vol. 51, no. 6, June 1969, pp. 8-9.
Presents findings of a survey of current graduate programs in public administration as well as an outline of a curriculum for a Master's in Public Administration that would produce the kind of administrators needed today.

Public Service Programs (Cont'd)

Godchot, J. E.
Formation permanente des cadres superieurs de la fonction publique en France. International review of administrative sciences, vol. 36, no. 1, 1970, pp. 18-21.
Reports on the role of the Centre of Higher Administrative Studies, a school for the continuing training of French civil service executives. Proposed reforms include the establishment of a new institute and emphasis on scientific management. Summary in English on p. iii.

Honey, John C.
Education for public service; challenge to the universities. Columbus, Ohio State University Press, 1969. 14 pp.
Points out legislative and administrative actions at the Federal level that tend to increase demands for broadly educated, socially aware public service administrators. These are the challenges that university educators should be prepared to meet.
Reprinted from: Journal of higher education, vol. 40, no. 4, April 1969, pp. 297-310.

India. National Academy of Administration.
The role and organizational pattern of the National Academy of Administration; some ideas & issues. Mussoorie, 1969. 199 pp.
Bound with: Continuing education of civil servants. 1970. 39 pp.

Katz, Saul M.
A model for educating development administrators. Public administration review, vol. 28, no. 6, November-December 1968, pp. 530-538.
Sketches a model for developing administrators presented at a recent conference of Latin American educators and government officials. It considers four interrelated issues: major educational needs, the form education should take, its content, and an ideal curriculum.

Lee, Robert D., Jr.
New directions in manpower administration: problems in establishing a state executive inventory. Good government, vol. 86, no. 4, Winter 1969, pp. 9-12.
Describes Pennsylvania's program for making optimum use of manpower resources through an executive inventory integrated with the State's planning-programming-budgeting system. Reviews problems encountered. The inventory is broader than the U. S. Civil Service Commission's Executive Inventory and Assignment System, after which it is modeled. It includes both merit and patronage employees and cuts deeper into grade hierarchy.

Ogden, Dorward W., Jr.
Building an executive development program.
Master's thesis, George Washington University, 1968.

Public Service Programs (Cont'd)

O'Halloran, John T.
Case study/Mountain View, Calif.: City develops training refreshers. Public management, vol. 51, no. 11, November 1969, pp. 6-7.
Reports on an inservice training program developed for department and assistant department heads.

Papaloizos, A. and J. R. Nicholls.
An approach to measuring the effectiveness of participative methods in teaching managerial skills. Training and development journal, vol. 24, no. 6, June 1970, pp. 10-14.
A research project at the Centre d'Etudes Industrielles (Geneva) is seeking to find effective ways to measure management skills and in turn ways to measure the effectiveness of participative methods of teaching the skills. "The relationship has been proposed between certain models of the human thought process, notably that of J. R. Guilford, and the type of thought process necessary for the exercising of certain managerial skills."

Parker, William A.
Training public officials in underdeveloped areas. Popular government, vol. 35, no. 8, May 1969, pp. 15-18.
Cautions U. S. trainers to understand and consider local culture and circumstances in offering technical assistance. Training must be fitted to the indigenous society.

Public Personnel Association.
Employee training and development in the public service, ed. by Kenneth T. Byers. Chicago, 1970. 372 pp. (Policies and practices in public personnel administration).
Part 1 consists of five articles "directed primarily to the significant decision-makers at all levels of government. Part 2 consists of ten articles relating to the training and development of managers.

Scheffer, Walter F.
An innovative educational program for public service personnel. Public personnel review, vol. 30, no. 3, July 1969, pp. 160-163.
One approach to providing advanced education for busy administrators is that undertaken by the University of Oklahoma. Since 1965, Oklahoma has offered a Master of Arts in Public Administration which can be achieved through a combination of independent study and class training at a variety of geographic locations. The program takes from one and a half to five years, the curriculum is interdisciplinary, and most participants to date have been from Federal agencies.

Public Service Programs (Cont'd)

Smith, Howard R.
Developing managers for business and government. Public management, vol. 51, no. 11, November 1969, pp. 16-17.
Cites examples which illustrate the common denominators for business and government manager development.

Smith, L. L.
Mid-career education for urban administrators; patterns and potential. Bethesda, Md., Educational Resources Information Center, Document Reproduction Service, 1969. 19 pp.
Description of a Syracuse University in-residence training program for 45 public administrators, with suggestions for a proposed year-long program, appropriate curriculum, training techniques, participants, and financing.
A paper prepared for the 1969 national conference of the American Society for Public Administration.

Stephen, J. Stuart.
Training for senior administrative posts and career development. Municipal finance, vol. 42, no. 1, August 1969, pp. 58-66.
Remarks on the Canadian federal and provincial experience with management development programs. The author, who is in the Ontario Department of Education, supports the use of management training but insists that it must be made relevant to the individual and the organization.

Syracuse. University. Maxwell Graduate School of Citizenship and Public Affairs.
Mid-career education for the local public service. A report ... for the National Institute of Public Affairs. Syracuse, N.Y., 1965. 104 pp.
Various papers deal with the role of university training for local government officials--including analysis of their special training needs and recommendations for programs, mid-career education for Metropolitan area officials, and mid-career executive training at the local level. Describes in detail specific university programs.

Taylor, John L.
Developing the management team. Public management, vol. 52, no. 3, March 1970, pp. 8-9.
Brief comments on varied techniques of selection, development, and group meetings used in Kansas City, Mo. to build an effective management team.

Training labour administrators: ILO experience over the past decade. Industrial labour review, vol. 101, no. 6, June 1970, pp. 627-647.
A description of the ILO programs for training public administrators in labor departments of developing countries.

Public Service Programs (Cont'd)

United Nations. Department of Economic and Social Affairs.
Report of the interregional seminar on the development of senior administrators in the public service of developing countries, Geneva, August 19-29, 1968. New York, 1970. 240 pp. Contents: vol. 1, Report and technical papers; vol. 2, Country papers.
Partial contents; volume 1, The role of senior administrators in developing countries, The impact of the national personnel system, The identification of needs in the development of senior administrators, Institutional arrangements for the development of senior administrators, Methods and techniques for training senior administrators, Evaluation of programmes for the development of senior administrators. volume 2, Training for managers and executives in the Federal Civil Service of the United States of America, by United States Civil Service Commission, Bureau of Training; Two case studies on the use of the university in executive development in the United States of America, by Sidney Mailick.

Villanueva, A. B.
Staff development and off-campus courses. Public personnel review, vol. 31, no. 2, April 1970, pp. 123-125.
An analysis of the cooperative venture of two Minnesota schools, Moorhead State College and the University of Minnesota, in providing public administration courses for out-of-state government employees. Role of a state college in continuing education of public employees is examined.

West, Jude P. and Keith V. Schroeder.
Management development: a case study in cooperation. Training and development journal, vol. 22, no. 12, December 1968, pp. 2-5.
Analysis of the organization and administration of a training course in labor market economics and administrative skills conducted by staff members of the University of Iowa for personnel of the Bureau of Employment Security from seven states.

SUPERVISORY DEVELOPMENT PROGRAMS

Alpander, Guvenc G.
Closing the supervisor-superior gap. California management review, vol. 13, no. 1, Fall 1970, pp. 84-88.
Ineffectiveness among first-line supervisors is often a result of discrepancies between their role perceptions and those of their superiors. Describes research which resulted in a training program designed to help eliminate this perceptual gap.

Berlin, Jerome I.
Facing the "hard core." Manage, vol. 21, no. 3, January 1969, pp. 24-27.
A Bell and Howell executive recommends such training techniques as simulation and role playing to equip first line managers to handle situations involving the hard core employee.

Bienvenu, Bernard J.
Supervisor status and training. Training and development journal, vol. 24, no. 7, July 1970, pp. 52-54.
Examines changes in the supervisor's role and its requirements which result from changes in technology and the work force. The supervisor has become more of a consultant to workers and their tasks and less of a boss of the work itself. Accompanying changes in supervisory development are thus in order.

Supervisory Development Programs (Cont'd)

Bureau of Business Practice.
The training workshop. Waterford, Conn., 1966- 1 v.
Manual for on-the-job training with sections on methods, supervisory training, management development, safety and health, human relations, cost reduction and quality improvement.

Carroll, Stephen J. and Allan N. Nash.
Some personal and situational correlates of reactions to management development training. Academy of Management journal, vol. 13, no. 2, June 1970, pp. 187-196.
Research among first-line supervisors at a manufacturing plant indicated that a number of personal and situational characteristics of trainees were related to their degree of profit from the training offered. The most important factors appeared to be satisfaction with the job and with the organization.

Cohen, R. Robert.
Preventive industrial psychiatry. Journal of occupational medicine, vol. 11, no. 12, December 1969, pp. 674-677.
Comments on the experiences of University of Colorado Medical School faculty in providing leadership and human relations training for foremen and supervisors in the Denver area, as a means of contributing to mental health in industry.

Finn, Melvin and George Stevens.
New directions in reading improvement for supervisors. Training and development journal, vol. 24, no. 8, August 1970, pp. 22-24.
Describes a special reading course developed under the direction of the Employee Development Branch of the Domestic and International Business area of the U. S. Department of Commerce to meet the peculiar reading needs of supervisors. It aimed to develop flexibility of reading speed, improve comprehension and retention, and apply reading skills to supervisors' job related material

Gardner, James E.
Safety training for the supervisor. Reading, Mass., Addison-Wesley, 1969. 144 pp.
Designates the supervisor as the key figure in safety and explores training, motivating, and correcting for safety. Covers causes of unsafe acts and the corrective interview, with case studies designed for study and role playing.

Goeke, Joseph R. and Caroline S. Weymar.
Barriers to hiring the blacks. Harvard business review, vol. 47, no. 5, September-October 1969, pp. 144-146, 148-149, 152.
First-line supervisors need special training and new perspective in order to resolve the conflict between their desires both to help the disadvantaged and maintain the productivity of their work groups.

Supervisory Development Programs (Cont'd).

Hankinson, Richard L.
A flow chart for supervisory training. Training and development journal, vol. 24, no. 7, July 1970, pp. 22-26.
Describes the flow chart for supervisory training developed at Blue Cross and Blue Shield, Des Moines, Iowa. The chart, with check and decision points, acts as a framework for the general concept of learning and is also supportive of specific topics.

Hercus, Terry F.
Supervisory training; developing a management climate that reinforces the learning process. Canadian personnel and industrial relations journal, vol. 17, no. 1, January 1970, pp. 10-16.
The author describes his experiences in setting up a training seminar for recently appointed supervisors of a major Canadian company and comments on its evaluation by the participants and their supervisors.

Howell, D. L.
Supervisory development for small business firms. Personnel journal, vol. 49, no. 7, July 1970, pp. 570-576.
Even in a small business effective training for all levels of supervisors requires pretraining, training and posttraining activities. While one company may not be able to manage an adequate program, several companies can join together usefully in a consortium type arrangement.

Hunt, Raymond G. and Cary M. Lichtman.
A prototype program for training work supervisors as employee counselors. Training and development journal, vol. 24, no. 8, August 1970, pp. 26-32.
A prototype program--and a variant of it--for training managers and supervisors in the philosophy and techniques of employee counseling is described. Six topical components of the course are outlined and its effectiveness reported on.

Imberman, A. A.
Why most supervisor training fails. The Office, vol. 70, no. 6, December 1969, pp. 12-14, 16.
Case studies from one's own company are often the most successful way to teach a supervisor to listen to his subordinates--and this should be, but often is not, the most important goal of training.

Jaffee, Cabot L.
Problems in supervision; an in-basket training exercise. Reading, Mass., Addison-Wesley, 1968. 235 pp.
A workbook for those up to the middle management level. Instructor tests, self-scoring-tests, and questions for group discussion are provided.

Supervisory Development Programs (Cont'd)

Jarrell, Donald and Joseph Frigiola.
The role of training in supervisory development. Management of personnel quarterly, vol. 9, no. 2, Summer 1970, pp. 11-14.
Many question the benefits of training in organizational change when such training is not an integral part of the organizational development effort. The thesis here is that the basic question to consider when establishing the role of training in supervisory development is whether the constraints on employee performance result from shortcomings of potential trainees or from the organization. Then the question becomes whether change can best be induced through training or through other programs.

Jenkins, David.
Supervisory selection and training in manufacturing industry. London, Staples Press, 1968. 77 pp.
An analysis of the supervisor's job--myth and reality--selecting supervisors for training, the training process, and the place of formal training.

Jones, Hank.
Management teams mass-produce first line supervisors. Manage, vol. 21, no. 7, May 1969, pp. 53-58.
Describes the inception, development, and current success of a training program sponsored by Broward County, Florida, Manufacturers Association with the cooperation of the local school board.

Malone, Robert L.
Identifying and developing in-house personnel. Training in business and industry, vol. 5, no. 10, October 1968, pp. 48-52, 56-57.
Good programs combine test, interview and performance appraisal data in evaluating the capabilities of employees and identifying potential. The supervisor, with the most direct contact with the employees, is the key to any development program, and for this reason must be the first development candidate.

Margulies, Newton.
An integrated approach to supervisory training for hiring the hard-core. Training and development journal, vol. 24, no. 8, August 1970, pp. 42-44.
Describes the supervisory training portion of a total training effort of a large aerospace company. The particular program had implications beyond the supervisor's relationship with the hard-core employee, focusing on his total supervisory style.

Michigan. University. Bureau of Industrial Relations.
The practice of supervision. Ann Arbor, University of Michigan, Graduate School of Business Administration, Bureau of Industrial Relations, 1969? 1 v.
Packaged course for supervisory training. Contains cases.

Peake, H. J.
Supervisor development: objectives and obstacles. Personnel journal, vol. 48, no. 11, November 1969, pp. 907-909.
Summary of views of various authors on the objectives of supervisory training and the obstacles to its success.

Supervisory Development Programs (Cont'd)

Pelfrey, R. H.
Supervisory management development program with impact. Training and development journal, vol. 24, no. 8, August 1970, pp. 34-35.
Report on an in-house program at Ingalls Shipbuilding Division, Litton Systems, Inc. Pre-program objectives were determined and matched to segments of the course. They were later measured through participant evaluations.

Pennsylvania State University.
The determination and measurement of supervisory training needs of hospital personnel. A survey of Pennsylvania hospitals, by Samuel S. Dubin and H. Leroy Marlow. Philadelphia, 1965. 132 pp.

Pistolese, Clifford.
Behaviorally-based supervisory development. Training and development journal, vol. 24, no. 1, January 1970, pp. 36-38.
Outlines a procedural model for applying behavioral principles to help supervisors become better managers. Gives program characteristics, sample elements, procedures for enactment, and a checklist for program development.

Post, John.
Turn your foremen into more effective managers. Modern manufacturing, vol. 3, no. 3, March 1970, pp. 91-92.
Describes a three-step program, which will increase the competence of foremen and improve the company's operation.

Public Personnel Association.
Upgrading the supervisor's labor relations skills, by Kenneth G. Nachreiner and G. Thomas Bull. Chicago, 1969. 38 pp. (Public employee relations library no. 12)
Stresses importance of training the firstline government supervisor for his role as part of the management team in labor relations. Includes a list of materials to use for such a training course, sections for a supervisor's handbook, an outline of an actual training course together with "handout" materials.

Salvagno, Ralph G.
The myths of career development; career program structure must be subordinate to individual development. Training and development journal, vol. 23, no. 3, March 1969, pp. 46-48, 50.
One of the major functions of career development ought to be facilitating the transition from technician to supervisor or manager.

Schoderbek, Peter P.
The changing role of the foreman. Personnel journal, vol. 49, no. 8, August 1970, pp. 680-687.
Analyzes modifications in the role of the foreman that have resulted from changes on the industrial scene. Implications are drawn from findings of a survey of several hundred companies.

Supervisory Development Programs (Cont'd)

Sharma, Jitendra M.
"Restricted freedom of action." Personnel administrator, vol. 15, no. 3, May-June 1970, pp. 44, 46-47.
The author's thesis is that while leadership is regarded as a must for the supervisor, elements in his situation inhibit the conditions necessary for it and instead require overseeing and directing.

Sheer, Wilbert E.
A practical approach to supervisory training. Personnel journal, vol. 48, no. 5, May 1969, pp. 369-371.
Outline of a practical approach to training supervisors with a suggestion of the problems involved.

Sherman, Ethel C.
Self-understanding in supervisory training; the inner-view helps the trainee see himself as others see him. Training and development journal, vol. 22, no. 11, November 1968, pp. 32-34.
The author suggests that successful supervisory training hinges on the trainee's attitude and interest in improvement rather than on a training technique. The use of the Runner Studies of Attitude Patterns questionnaire has been found to be particularly valuable in helping the supervisor see himself objectively.

Smith, Harold T.
Favor on-job supervisory training. Administrative management, vol. 31, no. 8, August 1970, pp. 53-54.
Findings of an American Management Association survey indicate those knowledges and skills administrative managers thought best taught in colleges, in formal company programs, through on-the-job training, or through internships.

Stewart, William J.
Determining first-line supervisory training needs; an analysis of job tasks performed by industrial supervisors in Ohio. Training and development journal, vol. 24, no. 4, April 1970, pp. 12-19.
Research study of 755 industrial supervisors' job tasks in order to set up areas most useful for first-line supervisory training programs. Concludes training in attitude change is of primary importance and problem solving in its personal aspects of considerable importance.

Swedmark, Donald C.
A study of the in-service supervisory training programs of selected insurance companies with implications for the organization and evaluation of such programs. Ann Arbor, Mich., University Microfilms, Inc., 1970. 268 pp.
Doctoral dissertation, University of Iowa, 1970. Abstracted in Dissertation Abstracts, vol. 31, no. 6, December 1970, p. 2558-A.

Thomas, William C.
Bring on the "hardcore" trainers. I love a parade. Management of personnel quarterly, vol. 8, no. 2, Summer 1969, pp. 4-9.
Proposes a training program for supervisors of black workers which consists of a broad, cross-section exposure to black opinions from the local community.

Supervisory Development Programs (Cont'd)

U. S. Department of the Army.
Motivation and productivity. Washington, U. S. Govt. Print. Off., 1969. 130 pp. (Manager development series, civilian personnel pamphlet no. 45-M-1)

Outlines a course of study for supervisors and executives which aims at improving their understanding of the concepts in motivation. Case studies and readings are included.

U. S. Department of the Interior.
Guide for training supervisors in merit promotion. Prepared by Office of Assistant Secretary for Administration. Washington, 1969. 1 v. (Personnel management publication 16)

U. S. Department of the Interior.
Guide for training supervisors, in performance evaluation. Prepared by Office of Assistant Secretary for Administration. Washington, U. S. Govt. Print. Off., 1968. 18 pp. (Personnel management Pub. 10)

U. S. Department of the Interior.
How to help the injured employee; a brief manual to assist supervisors in handling and reporting work injuries. Prepared by Office of Personnel Management. Rev. Washington, U. S. Govt. Print. Off., 1969. 36 pp.

U. S. Geological Survey.
Don't pass the buck; a handbook of procedural guidelines and suggestions for preventing and handling personnel problems. Prepared by Rocky Mountain Region. Denver, Colo., 1969. 1 v.

Handbook of methods for dealing with problems in personnel administration in areas such as selection, orientation, position description, standards of performance and evaluation, deficiency documentation, and grievance and disciplinary procedures.

U.S. Geological Survey.
Supervisory training course. Denver, Colorado, n.d. 3 v.

Contents: vol. 1, Basic course; vol. 2, You got problems; vol. 3, Visual aids. "The material in this course has been extracted from a master course prepared by, and in use by, the United States Department of the Air Force."

U. S. Office of Education.
Supervisory and administrative management occupations. (U.S.O.E. code 14.0800). Washington, U. S. Govt. Print. Off., 1970. 208 pp. (A suggested curriculum guide OE-86012)

Incorporates unitized subject studies and suggested patterns for continuous education to meet specific career objectives of trainees eligible under the Vocational Education Act of 1963 and the Manpower Development and Training Act of 1962.

Supervisory Development Programs (Cont'd)

Vincent, M. da C.
A commanding officer looks at personnel management. Journal of Navy civilian manpower management, vol. 3, no. 3, Fall 1969, pp. 29-31.
The real personnel managers, according to the author, are the line supervisors who are dealing with employees on a day to day basis. These managers must keep abreast of changes in the work environment, in union-management relations, equal employment opportunity, social programs, etc. if they are to succeed in their jobs.

Warr, Peter B. and Michael W. Bird.
Identifying supervisory training needs. London, H.M. Stat. Office, 1968. 21 pp. (Training information paper 2)
Research report on design of supervisory training programs, and the concept of "training by exception," which emphasizes only those aspects of a job which are not smooth operations. The training design developed in the Sheffield steel industry, was based on individual training needs, job requirements and job difficulties.

Wentorf, Dorothy A.
Objectives for management development programs in large department stores: their determination and implications for program design. Ann Arbor, Mich., University Microfilms, Inc., 1969. 227 pp.
The study investigates the nature of middle management training in retailing, outlines the variables which relate to the consideration of training objectives, and examines sources and methods of determining needs. Comparisons are made of current practice to recommendations of theory.
Doctoral dissertation, University of Wisconsin, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 3, August 1969, pp. 878-879-A.

White, Harold C., and Robert J. Dyer.
How labor and management view preventive mediation training; results of a study in Arizona. Training and development journal, vol. 23, no. 1, January 1969, pp. 36-38.
Description of a study concerning the acceptance by shop stewards and first-line foremen in Arizona of Federal Mediation and Conciliation Service training programs. "In the final analysis, the effectiveness of the joint steward-foreman training is almost entirely dependent on the good faith and mutual trust of the parties."

Williams, Michael R.
Human relations. London, Longmans, Green and Co., Ltd., 1967. 77 pp. (Longman's supervisory series, vol. 4)
Describes "in simple terms and without jargon, the supervisor's role and its changing perspectives" to give him "an increased awareness of cause and effect in human behaviour and a clearer understanding of his contribution to effective shop floor relationships."
A National Extension College Course prepared in collaboration with Institute of Supervisory Management.

Supervisory Development Programs (Cont'd)

Woolery, Todd W.
A conceptual framework for supervisory development. Training and development journal, vol. 22, no. 12, December 1968, pp. 6-11.
"The prevention of psychological closure, orientation to personal goals through the concept of significant other and orientation to company goals through the concept of behavior-directed training should be the goals of all organizational training."

Zick, Donald C.
Management development at the University of Missouri. Journal of the College and University Personnel Association, vol. 21, no. 4, August 1970, pp. 42-44.
Describes four courses offered to nonacademic supervisory employees to prepare and orient them for supervisory and managerial duties and responsibilities.

SELECTED TEXTBOOKS IN SUPERVISION FOR SELF DEVELOPMENT

American Management Association, Inc.
Let's get down to cases; ... problem situations for the office supervisor. New York, 1968. 72 pp.
True stories of problems supervisors have faced, originally featured in Supervisory Management. Replies from readers describe different ways real supervisors say they might have coped with these situations.

American Management Association, Inc.
Let's get down to cases; ... problem situations for the plant supervisor. New York, 1968. 72 pp.

Betts, Peter W.
Supervisory studies. London, Macdonald and Evans Ltd., 1968. 454 pp.
Text for individuals preparing for the examinations in foremanship and supervision offered by the National Examination Board in Supervisory Studies.

Blyth, John W.
How to use zero defects to produce error-free work. New York, Argyle, 1966. 170 pp.
A Kelly-Read programed course for supervisors.
Stresses human relations skills and the use of an awards program.

Bishop, Maxine H.
Dynamic supervision; problems and opportunities. New York, American Management Association, Inc., 1969. 287 pp.
Written for both the new and the experienced supervisor, this book "attempts to give a broad and penetrating picture of the total supervisory responsibility and to identify the particular abilities a supervisor should have in order to be effective."

Blyth, John W. and Robert G. Johnson.
How to improve your supervisory cost reduction skills; paperwork and administrative routines. New York, N..Y., Argyle, 1966. 391 pp.
A programmed course on cost reduction through work simplification.
Contents: Introduction to work simplication; The human factor in work simplification; The flow process chart; The horizontal procedure chart.

Blyth, John W.
How to use zero defects to produce error-free work. New York, Argyle, 1966. 170 pp.
A Kelly-Read programed course for supervisors.
Stresses human relations skills and the use of an awards program.

Blyth, John W.
Improving your supervisory error reduction skills. New York, Argyle Publishing Corp., 1966. 89 pp.

Broadwell, Martin M.
The supervisor as an instructor; a guide for classroom training. 2d ed. Reading, Mass., Addison-Wesley, 1970. 175 pp.
Second edition adds material on task analysis and training evaluation as well as exercises and questions for each chapter.

Selected Textbooks in Supervision for Self Development (Cont'd)

Burby, Raymond J.
Communicating with people; the supervisor's introduction to verbal communication and decision-making. Reading, Mass., Addison-Wesley, 1970. 164 pp.
A programmed text to provide the supervisor with insight into the impact of verbal communications on his decisions and an understanding of intent of communications and reaction to them.

Burby, Raymond J.
Managing with people. Reading, Mass., Addison-Wesley Publishing Co., Inc., 1968. 167 pp.
A programmed textbook designed to help in the understanding of human needs, motivation, goals and attitudes; and to eliminate barriers to productive work.

Bureau of Business Practice.
Motivation. Waterford, Conn., 1970. 32 pp. (Supervisor's problem-solving series, issue no. 101)
Three typical supervision problem cases are described with alternative solutions. The supervisor is asked to choose the best approach to each problem.

Busse, Frank A.
Three-dimensional foremanship. New York, American Management Association, Inc., 1969. 239 pp.
General textbook for the supervisor in either factory or office situations. Covers all areas of responsibility--selection, performance evaluation, grievances, discipline, giving orders, etc.

Ecker, H. Paul, Vernon Ouellette and John Macrae.
Handbook for supervisors. 2d ed. Englewood Cliffs, N. J., Prentice-Hall, 1970. 217 pp.
A practical guide for supervisors on such topics as the union, motivation and morale, job instruction training, how to judge performance, how to communicate, and how to work with others effectively.

Fraser, John M.
Principles and practice of supervisory management. London, T. Nelson and Sons, Ltd., 1967. 120 pp.
A British text, addressed to "students" attempting to qualify for supervisory positions.
Partial contents: Industrial organization; Supervisory duties and responsibilities; Job specification; The new recruit /interviewing, orienting/; Training, reporting, and discipline; and Psychological aspects /of supervision/.

Hepner, Harry W. and Frederick B. Pettengill.
Perceptive management and supervision; social responsibilities and challenges. 2d ed. Englewood Cliffs, N. J., Prentice-Hall, 1971. 564 pp.
This book is aimed primarily at the individual trying to establish a sense of social responsibility in the business world. Sections deal with insights from behavioral studies on basic management, functional supervision; interpersonal relations in typical departments; improving relations with individuals; and individual advancement in business.

Selected Textbooks in Supervision for Self Development (Cont'd)

Howells, G. W.
Human aspects of management. London, Heinemann, 1969. 124 pp.
Reviews knowledge of people's individual and group needs and their motivations to work. Implications for supervisory action are considered, and a detailed analysis of the essentials of supervisory skill is offered.

Iannone, N. F.
Supervision of police personnel. Englewood Cliffs, N. J., Prentice-Hall, 1970. 286 pp.
This text supplies the working police supervisor with information that will enable him to perform effectively on the job and serves as a teaching device for students who aspire to this type of work. It treats of the problems peculiar to police management and offers solutions.

Lateiner, Alfred R. and H. W. Heinrich.
Management and controlling employee performance. West New York, N.J., Lateiner Pub. Co., 1968. 284 pp.
Contents: Book I. Management, by Alfred Lateiner; Book II. Controlling employee performance, by H. W. Heinrich. Prepared and edited by Alfred Lateiner from Mr. Heinrich's manuscript and notes.
The first book is divided into chapters dealing with selecting, recruiting, and training supervisors; safety; decision-making; performance review; managerial control; etc. It focuses on the relationship between the industrial manager and his supervisors. Book II relates to controlling employee performance--the costs, opportunities, and methods, and also considers supervision and motivation.

Lucio, William H. and John D. McNeil.
Supervision; a synthesis of thought and action. 2d ed. New York, McGraw-Hill, 1969. 329 pp.
Part three, "Human skills in supervision" contains material on interpersonal factors in learning and supervisory behavior.

McAreavy, John F.
An analysis of factors affecting the achievement of adults who participate in short, concentrated management courses. Ann Arbor, Mich., University Microfilms, Inc., 1969. 209 pp.
"Identifies factors involved in adult student achievement and behavior in short concentrated management courses." Age (46), outside-of-class discussion and willingness to demonstrate their knowledge are associated with higher level achievement.
Doctoral dissertation, Iowa University, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 3, September 1969, p. 1024-A.
Also abstracted in Research in Education, vol. 5, no. 7, July 1970, p. 8. ED-036-684.

Selected Textbooks in Supervision for Self Development (Cont'd)

Michelon, L. C.
The art and science of professional supervision. Cleveland, Ohio, Republic Industrial Education Institute, 1970. 96 pp.
Introduces the supervisor to his responsibilities, methods of motivation and communication, principles of organization and management, and methods of decision-making.

Parker, Willard E., Robert W. Kleemeier, and Beyer V. Parker.
Front-line leadership. New York, N. Y., McGraw-Hill, 1969. 431 pp.
An updating and revision of his father's book, Human Relations in Supervision (1951) by Beyer Parker, it is directed at the first-line supervisor and stresses the human relations approach to supervision and leadership. Features original cartoons and single sentence guidelines throughout.

Patten, Thomas H., Jr.
The foreman; forgotten man of management. New York, American Management Association, Inc., 1968. 191 pp.
Focus is on the general status of the industrial production foreman in organizations. Suggests a program to improve his position.

Peters, David A.
The principles and practice of supervision. New York, Pergamon Press, 1967. 89 pp.
Examines three aspects of supervision: the supervisor's attitude toward the control of work and people, his understanding of organization, and his perception of supervision as a social process. Points out their relevance to improved supervision. Illustrates with case studies.

Peters, David A.
Principles of supervision. London, Longmans, Green and Co.Ltd., 1967. 85 pp.
Although designed for the person preparing himself for a position in supervisory management, this short text serves as a good summary of guidelines for the "supervisor who simply wants to do his job better." Lessons on theories and elements of organization, the place of policy, delegating authority, communication and training.
A National Extension College course prepared in collaboration with the Institute of Supervisory Management.

Shephard Associates.
Study guide for supervisors. Fort Worth, Tex., 1963. lv.
Looseleaf notebook with study guides in the divisions of: organizing and planning, people and jobs, delegating, communicating, methods improvement, training, motivating, handling grievances, discipline, and self-development for supervisors.

Selected Textbooks in Supervision for Self Development (Cont'd)

Society for Personnel Administration.
A challenge to supervisors; the problem worker. Washington, 1968. 8 pp. (Booklet no. 5)
The best way to eliminate the problem employee is to prevent the problem from arising. Therefore, an effective supervisor should emphasize "human relations and preventive supervision." When this approach fails the supervisor must help the employee correct the problem or as a final resort, discipline him. Contains helpful check-lists to aid the supervisor.

Thompson, James J.
Instructional communication. New York, American Book Co., 1969. 234 pp.
Although the material is useful for teaching methods and supervisory practices, the purpose of the book is to aid in the education of the first technically literate generation of teachers and administrators. It aims "to lay the theoretical groundwork that is necessary before fundamental questions about the objectives and processes of modern instructional communication can be asked...." Introduces communication theories from cybernetics, examines the characteristics and capabilities of several media, discusses non-verbal communication, and explores the relationship between the teacher and the media specialist.

U. S. Department of Agriculture.
Guides for supervisors. Rev. ed. Prepared by Office of Personnel, Employee Development, Safety and Welfare Division. Washington, U. S. Govt. Print. Off., 1969. 118 pp.
The guides are "designed to refresh and reinforce" supervisory skills. Includes guides for supervisors on management, personnel, ethics, employee development, and employee welfare responsibilities.

Van Fleet, James K.
Guide to managing people; how to control people through the secrets of dynamic leadership and supervision. West Nyack, N.Y., Parker Pub. Co., Inc., 1968. 159 pp.
Intended to serve as practical guide on how to manage, how to supervise, how to influence other people.

Williams, Michael R.
Human relations. London, Longmans, Green and Co., Ltd., 1967. 77 pp. (Longman's supervisory series, vol. 4)
A National Extension College Course prepared in collaboration with Institute of Supervisory Management, which aims to give a supervisor an increased awareness of cause and effect in human behaviour.

Yaney, Joseph P. and Geary A. Rummler.
Labor relations for the supervisor. Reading, Mass., Addison-Wesley Pub. Co., Inc., 1968. 97 pp.
Programmed text containing case materials on union-management relationships, grievance and arbitration procedures, and explanations of labor law. Uses the recent technique of "discrimination programming," a device which requires the student to discover differences in examples which appear to be similar.

TRAINING METHODS--GENERAL AND COMPARATIVE

Bibliography

Hickey, Albert E., ed.
Computer-assisted instruction; a survey of the literature. 3d ed. Newburyport , Mass., Entelek Inc., 1968. 1 v. (Technical report 8)

Provides an overview of the state of the art together with applications to selected fields of learning and professions, and descriptions of the systems and theories. Includes directory of major centers.

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Able, Robert L.
An analysis of the use of selected methods of executive development in the U.S. Air Force. Ann Arbor, Mich., University Microfilms, Inc., 1970, n.p.

Doctoral dissertation, University of Kentucky, 1962. Abstracted in Dissertation Abstracts International, vol. 31, no. 5, November 1970, p. 1937-A.

Barnabas, Bentley.
Coaching a junior toward seniordom. Administrative management, vol. 30, no. 1, January 1969, pp. 57-58.

Pointers for managers who are responsible for teaching junior executives the art of decision-making.

Belbin, R. M.
The discovery method; an international experiment in retraining. Paris, Organisation for Economic Co-operation and Development, 1969. 85 pp. (Employment of older workers, 6)

The discovery method builds on the presentation of increasingly difficult tasks and problems to the trainee. The instructor's role is one of designing the tasks and offering assistance as needed, rather than lecturing. Describes problems encountered, an evaluation of the method, and case studies.

Bell, David.
A modular approach to training. Personnel management (Gt. Brit.), vol. 1, no. 3, July 1969, pp. 28-32.

The Edinburgh Group of the Institute of Personnel Management (Gt. Brit.) created a course for training personnel staff for current personnel needs as well as for future ones. The recommended system consists of two stages: an initial course to cover basic skills; followed by modules, short intensive courses in single specific fields. The modules, which ideally would be offered at a time when they could be applied, are intensive and flexibly suited to the various specialists' needs.

Bilodeau, Edward A., ed.
Principles of skill acquisition. New York, Academic Press, 1969. 368 pp.

"This text ... is intended as a survey of acquisition of skill as a part of the experimental psychology of human behavior." Traces the development of motor skills from birth to adolescence and reports research in areas of learning, memory and training.

Blake, Robert R., and others.
A second breakthrough in organization development. California management review, vol. 11, no. 2, Winter 1968, pp. 73-78.
On the assumption that all employees can become self-motivated and cooperatively involved in their work activities, the Sigma Corporation extended its grid development program to the lowest level wage earners. Results of the program and its benefits are described.

Blamberg, Siegmar F.
Instructional pre-analysis. Training and development journal, vol. 23, no. 6, June 1969, pp. 50-51.
Instructional aids may be a "professional hazard" if their use is limited to achieving their stated purpose. For maximum utilization suggests pre-analysis and examination by the trainer.

Borwick, Irving.
Designing training programs--parity or parody. Management of personnel quarterly, vol. 8, no. 4, Winter 1969, pp. 40-46.
Describes briefly nine training methods, all of which actively involve the student in the learning process rather than leaving him a passive recipient. Methods described are: programmed instruction, in baskets, case studies, role playing, incident process, the instrumented lab, sensitivity training, work projects and business games.

Borwick, Irving.
Team improvement laboratory. Personnel journal, vol. 48, no. 1, January 1969, pp. 18-24.
Describes the Team Improvement Laboratory used in the supermarket industry to create a work climate in which every employee operates as a manager. Based on the Managerial Grid and the principles of work simplification and designed primarily for rank and file employees, the program succeeded in changing attitudes, educating employees, developing managerial skills, and introducing control of change.

Broadwell, Martin M.
Questions trainers ask. Training in business and industry, vol. 6, no. 10, October 1969, pp. 43, 62-63, 66.
Answers some basic questions often asked by new training instructors with limited backgrounds. Briefly discusses setting objectives and warns against public speaking as a teaching technique.

Casey, D. L.
Which way in training skilled workers? Personnel practice bulletin (Australia), vol. 26, no. 2, June 1970, pp. 100-108.
Discusses findings and recommendations of an Australia Tripartite Mission which investigated methods of training skilled workers in European countries. Compares this training with that found in Australia. Finds Australian training inferior and recommends early improvements.

Comtois, Joseph D. and William D. Martin, Jr.
Career development and rotational assignments. GAO review (General Accounting Office), Winter 1969, pp. 27-30.
The authors set out to prove or disprove the hypothesis that "The rotation of trainees among jobs within Federal agencies is favorable toward career development as opposed to non-rotational-type assignment." 85% of those trainees questioned responded favorably toward the benefits of their rotational assignments. Article also lists additional conclusions reached in the study.

Cone, William F.
Management development: the need for an eclectic approach. Training and development journal, vol. 24, no. 9, September 1970, 26-30; no. 10, October 1970, pp. 14-19.
Two-part article stresses need for exploiting the best of classroom- and job-based approaches to management development. Part one explores benefits and limitations of certain classroom techniques: sensitivity training, game-based learning, and university programs. Part two discusses advantages and disadvantages of job-related training techniques: rotation, task, teams, special projects, and staff studies. Concludes that the success of any management development program can be measured in terms of improved productivity and improved performance.

Correll, Gene.
Training materials grab-bag. Management of personnel quarterly, vol. 8, no. 4, Winter 1969, pp. 47-48.
Lists sources for securing various types of materials useful in management education,

Correspondence study: rewards for the resolute. Occupational outlook quarterly, vol. 12, no. 4, December 1968, pp. 22-25.
Reviews organizations offering home-study courses, numbers attending, courses available and costs. Ends with discussion of pros and cons of correspondence study.

Dennison, Robert.
Learning and reinforcement. Canadian personnel and industrial relations journal, vol. 17, no. 2, March 1970, pp. 65-68.
Reviews three approaches to learning--one based on personal experience, another based on insight, and the third based on reinforcement. Dennison suggests greater emphasis on reinforcement.

Erdos, Renée F.
Teaching by correspondence. London, Eng. , Longmans, Green & Co., Ltd., 1967. 218 pp. (Unesco source book)
This book is an in-depth treatment of study by correspondence--its history, methods, uses and trends. An inadequate supply of schools and teachers, the idea of universal education, and the necessity for continuing programs of adult education have made the need for correspondence courses more acute. The book's purpose is to counsel people who administer education programs in various countries in setting up new systems or to expand present facilities for utilizing this method of training. The appendices contain sample lessons and techniques for composing lessons.

Fergason, Guy.
Train today's men for tomorrow's work. Best's insurance news, vol. 69, no. 6, October 1968, pp. 75-77.
How to supervise and train the young executive. Recommends that he be taught to abide by the rules but that he be given consideration and encouragement by an executive who has a genuine desire to train prospects for future company responsibility.

Ford, George A.
Four steps are no longer enough. Training and development journal, vol. 24, no. 7, July 1970, pp. 29-34.
Describes a systems approach adaptation of the J.I.T. (job instruction training) process. The expanded technique integrates two elements--objectives and evaluation--into the four step method. Mr. Ford examines the six components of his model.

Fulmer, R. M.
Lectures can lead to 'lethal lethargy'. Administrative management, vol. 31, no. 4, April 1970, pp. 76-78.
"For best training results, combine lectures with cases, incidents, role playing, and self-development programs."

Gray, Irwin and Theodore B. Borecki.
Training programs for the hard core; what the trainer has to learn. Personnel, vol. 47, no. 2, March-April 1970, pp. 23-29.
Discusses the five areas in which most problems of training the hard core have been found to fall: instructor trainee relationships, trainee relationships, trainee background, instructor flexibility, relevance of material, and practicality of illustrations.

Harris, Philip R.
Guidelines in adult training for university personnel; a summary of effective training methods. Training and development journal, vol. 23, no. 1, January 1969, pp. 44-46.
Guidelines for college faculty members conducting industrial training sessions. Brief notes on a variety of training methods such as small group discussions, role-playing, simulation exercises.

Institute for Creative Studies.
Pretraining vocational orientation through job rotation, by Nancy Barrett and others. Springfield, Va., Clearinghouse for Federal Scientific and Technical Information, 1968. 60 pp.
Investigates causes of dropout from manpower training programs and proposes a rotational on-job exposure scheme (ROJE) to encourage rational career planning through pre-training vocational orientation.
Prepared under grant from Office of Manpower Policy, Evaluation and Research.

Jensen, James O.
An analysis of the effect of instructor authoritarianism and democracy upon adult achievement in management development courses. Ann Arbor, Mich., University Microfilms, Inc., 1970. 331 pp.
Abstracted in Dissertation Abstracts International, vol. 30, no. 9, March 1970, p. 3788-A.

Training Methods--General and Comparative (Cont'd)

Knirk, Frederick G. and John W. Childs.
Instructional technology; a book of readings. New York, Holt, Rinehart and Winston, 1968. 300 pp.
Provides a basis for understanding the potentials of instructional technology. Examines its social and cultural implications, media characteristics, the instructional systems concept, the theory of information storage and retrieval, the influence of school plant design, the effect of media and materials on the cost of instruction, and learning and communication theory related to media use.

Koosis on individualized instruction. Training in business and industry, vol. 7, no. 10, October 1970, pp. 27-29, 54.
Questions and answers on individualized instruction--why major firms use it, hardware needed, and changes foreseen in equipment. Mr. Don Koosis has a consulting firm in New York, Visual Instruction Systems.

Koverman, Howard.
The educational challenge. Manage, vol. 21, no. 9, August 1969, pp. 6-11.
Managers must develop themselves to avoid being bypassed and to make room at the bottom for new recruits. Discusses programs that professional management clubs can undertake to assist in management development and describes those prepared by the National Management Association and available to clubs.

Langdorf, George W., Jr.
How to keep heads from nodding. Training in business and industry, vol. 7, no. 4, April 1970, pp. 54-56.
Enumerates classroom techniques which instructor can use to stimulate involvement and participation on the part of trainees. Author feels the instructor's own involvement is the most important element.

Langdorf, George W., Jr.
Training trainers; an experiment that won't let them forget about remembering. Training in business and industry, vol. 7, no. 5, May 1970, pp. 46-47, 65-66.
Suggests an experiment for trainers to use with their classes which points out that teaching with visual aids is not always, or necessarily, more effective than teaching without them.

Lawrence, Susanne.
Much ado about modules. Personnel management (Gt. Brit.), vol. 2, no. 3, March 1970, pp. 34-38.
The British Industry Training Board has developed a module training system which is characterized by a pre-packaged unit containing all training required to meet a defined standard and which is used primarily in craft training. Article describes experiences of engineering companies with the modules.

Leadership Resources, Inc.
Developing personnel, by Everett H. Bellows. Washington, 1968. 23 pp. (Management series no. 6)
Size and complexity of modern businesses and the information explosion makes the training and development of people an essential element of progressive organizations.
Partial contents: On-the-job training and experience; Job rotation; On-site training; Counseling; Personal example; Role of the training officer.

Levine, Marvin J.
Training to relieve urban unemployment. Personnel administration, vol. 31, no. 6, November-December 1968, pp. 50-53.
To ameliorate persistent urban unemployment, advocates an adaptation of the Training-Within-Industry Program used during World War I. One of its key components was the isolation of "critical points" in otherwise difficult jobs.

Livingston, J. Sterling.
Pygmalion in management; a manager's expectations are the key to a subordinate's performance and development. Harvard business review, vol. 47, no. 4, July-August 1969, pp. 81-89.
An explanation of the ways in which good managers stimulate and develop their young subordinates in business and the effect this has on productivity and turnover. The hypothesis is that subordinates live up to the standards set for them if they are both challenging and realistic.

McInnis, Noel F.
Getting with instructional systems and getting instructional systems with it. Educational technology, vol. 9, no. 4, April 1969, pp. 40-43.
Explores differences between the traditional education trend which emphasizes transmission and storage of information and the new form trend which stresses the acquisition and assimilation of information. Author reports his personnel experiences in teaching a course.

MacKenzie, Ossian, Edward L. Christensen and Paul H. Rigby.
Correspondence instruction in the United States; a study of what it is, how it functions, and what its potential may be. New York, McGraw-Hill Book Co., 1968. 261 pp. (Carnegie series in American education)
Analyzes a method of instruction and evaluates its past and present status in American education.

Mager, Robert F.
Developing attitude toward learning. Palo Alto, Calif., Fearon Publishers, 1968. 104 pp.
A how-to-do-it book for classroom teachers for developing positive student attitudes toward learning. It is intended to suggest ways to help students make the best use of the subject they have been taught.

Margach, C. S.
Putting the lecture in its place. Training in business and industry, vol. 6, no. 6, June 1969, p. 52.
Trainees learn most effectively when they actively participate. In addition to direct learning--the lecture--the author also calls for delegated learning--class involvement.

Marshall, Patricia.
Training by mail. Manpower, vol. 2, no. 3, March 1970, pp. 8-12.
Enrollment in correspondence courses with emphasis on job training is growing at a rapid rate. Cites the Federal government as a leader in this area with more than a million enrolled in career oriented courses through the U. S. Armed Forces Institute. Points out advantages and drawbacks to correspondence courses.

Massachusetts. Department of Education.
Handbook for authors of correspondence course study guides. Prepared by Bureau of Adult Education and Extended Services. Rev. ed. Boston, 1968. 1 v.

In addition to a section on methods for structuring the study guide, also contains information on relating contents of the guide to life, on keeping it interesting, on providing for review, and on preparing students for final examination.

Massachusets. Department of Education.
How to teach a correspondence course. Prepared by Bureau of Adult Education and Extended Services. Boston, 1969. 40 pp.

Practical guidelines covering the tools, mechanics and techniques which a teacher should employ. Sample teaching comments, appropriate for various subjects, included.

Maton, J.
Experience on the job and formal training as alternative means of skill acquisition: an empirical study. International labour review, vol. 100, no. 3, September 1969, pp. 239-255.

Reports research on alternative paths of job preparation for the highly skilled worker, technician or assistant engineer and time required for preparation.

Mills, H. R.
Teaching and training; techniques for instructors. New York, St. Martin's Press, 1967. 212 pp.

Practical guide to classroom methods for use of instructors and training officers.

Includes pointers on preparation and presentation, enumerates various instruction methods, and discusses use of films and other aids.

An augmented and revised version of Techniques of Technical Training.

Minor, William T.
Computer-assisted simulation at the Industrial College. Perspectives in defense management, February 1969, pp. 33-39.

The new staff directorate for Simulation and Computers (SIMCOM) at the ICAF has been put to use in the "expansion and promotion of simulation, computer-assisted instruction, and 'hands-on' computer experience...." Computer-assisted simulation is the major training technique at the Resident School, being used in such areas as business decisionmaking, weapon system management, etc., as well as a means of understanding the computer itself.

Newton, D.
A look at T.W.I. in some Australian firms. Personnel practice bulletin (Australia), vol. 25, no. 1, March 1969, pp. 44-52.

Findings of a survey of the extent to which private firms with T.W.I. (training-within-industry) trainers were using T.W.I. and managers' views of the value of this type of training. In Australia the program is based on job instruction, job relations, job methods and job safety.

Oettinger, Anthony G. and Sema Marks.
Run, computer, run; the mythology of educational innovation. Cambridge, Mass., Harvard University Press, 1969. 302 pp. (Harvard studies in technology and society)
An evaluative essay of the effects and potential of contemporary instructional technology.

The 1968 draft for this book was the basis for an article "The Myths of Educational Technology," which appeared in the Saturday Review, vol. 51, May 18, 1968, pp. 76-77+. Excerpts from the draft also were adapted for publication in Harvard Educational Review, vol. 38, no. 4, Fall 1968, and reprinted as Harvard University Program on Technology and Society, reprint no. 6: Educational technology; new myths and old realities with a discussion and reply (Cambridge, Mass., Harvard University, Program on Technology and Society, 1968, 59 pp.). Comments by Allen B. Ellis, Patrick Suppes, Warren G. Bennis, Robert Glaser, and James W. Becker, as well as a reply by Oettinger and Marks are included.

O'Keefe, John and William Woodcock.
Modules for management. Personnel management (Gt. Brit.), vol. 2, no. 4, April 1970, pp. 30-32, 40.
To avoid the impractical aspects of management training away from the company, Harmsworth Publications set up a module system of training in which the basic elements of running a department are identified and men fitted into the training schedules. Sample modules are given.

Philco-Ford Corporation.
Job performance aids and their impact on manpower utilization, by Albert B. Chalupsky and Thomas J. Kopf. Palo Alto, Calif., 1967. 71 pp. (WDL-TR 3276)
Concerned with improvement of methods for facilitating human performance through job performance aids, defined as "information storage devices which present job instructions... for use by the employee during the course of his job performance." Hypothesis underlying the study is that training is not the only means of aligning job requirements with manpower resources. Job performance aids, it is believed, can be a major tool for upgrading human performance.
Prepared under a contract with the Office of Manpower Policy, Evaluation and Research, U. S. Department of Labor.

Piore, Michael J.
On-the-job training, and adjustment to technological change. Journal of human resources, vol. 3, no. 4, Fall 1968, pp. 435-449.
In discussing adjustment to technological change, an Assistant Professor of Economics at Massachusetts Institute of Technology advises tempering exclusive concern with on-the-job training. He points out that a plant can adjust to labor scarcities through other devices such as increased recruitment efforts, wage increases and overtime. He also reminds us that training need not take place only on the job; formal education may in some cases be a substitute and even a prerequisite for it.

Pocock, Pamela.
Education at a distance. Personnel and training management (Gt. Brit.), January 1969, pp. 24-26, 28.
Suggests ways correspondence courses can be used by training officers within British industry.

Training Methods--General and Comparative (Cont'd)

Postlethwait, S. N., J. Novak, and H. T. Murray, Jr.
The audio-tutorial approach to learning, through independent study and integrated experiences. 2d ed. Minneapolis, Minn., Burgess Pub. Co., 1969. 149 pp.
Detailed description of audio-tutorial teaching methods at Purdue University, involving a multi-faceted methods approach centering on a supervised self-instructional laboratory.

Prahalis, C. P.
Effective instructions. Manage, vol. 22, no. 7, May 1970, pp. 55-59.
Basic principles to help the supervisor give effective instructions.

Pym, Denis, ed.
Industrial society; social sciences in management. Baltimore, Penguin Books, 1968. 462 pp.
Selected contents: A technology of training, by K. Tilley; Training for skill, by D. H. Holding; Retraining and the older worker, by Eunice and R. M. Belbin; Training and developing executives, by Peter B. Smith.

Responsive teaching devices. Training in business and industry, vol. 6, no. 5, May 1969, pp. 52-53, 60-65.
Reviews the characteristics and uses of mechanical or electronic equipment for the instruction of individuals and groups. Gives manufacturers and prices.

Schriber, Thomas J.
Computer use in the business school curriculum. Michigan business review, vol. 22, no. 2, March 1970, pp. 21-26.
Details of the program at the University of Michigan's School of Business.

Seymour, W. Douglas.
Skills analysis training; a handbook for managers, supervisors and instructors. London, Isaac Pitman and Sons, Ltd., 1968. 137 pp.
Explains the use of this training technique, the purposes for which it is used, how to construct a training course, what benefits the individual and industry may expect from employing this method.
Partial contents: Why we use skills analysis training; How people acquire skills at work; What is a skills analysis course? Imparting the knowledge content; Imparting the skills content; The qualities and responsibilities of the good instructor; Skills analysis and the industrial training boards.

Singer, Edwin.
Overlooking coaching. Personnel management (Gt. Brit.), vol. 1, no. 7, November 1969, pp. 44-46, 48.
The effective manager can foster the knowledge and skill of his subordinates through effective coaching. Good coaches observe, listen, appraise and discuss. They are interested in people and their potentialities. They know the interests and capacities of their subordinates and show confidence in them.

Skinner, Burrhus F.
The technology of teaching. New York, Meredith Corporation, 1968. 271 pp.
Partial contents: The science of learning and the art of teaching; Teaching machines; The motivation of the student.

Soderman, Genevieve L.
Will job rotation work in your department? Supervisory management, vol. 15, no. 8, August 1970, pp. 7-9.
Stresses that a job rotation program must be advantageous to employees and must merit their cooperation if it is to be effective. Extensive planning, including discussions with potential participants and a review of job descriptions and written manuals, will aid in making the program successful.

Sutter, Emily G. and Jackson B. Reid.
Learner variables and interpersonal conditions in computer-assisted instruction. Journal of educational psychology, vol. 60, no. 3, June 1969, pp. 153-157.
Study compared achievement and attitudes of students who took a computer-assisted instruction problem-solving course with a partner and those who took the course alone. Subjects high in sociability and low in test anxiety achieved better in pairs; those low in sociability and high in test anxiety achieved better alone.

Tallmadge, G. Kasten and James W. Shearer.
Relationships among learning styles, instructional methods, and the nature of learning experiences. Journal of educational psychology, vol. 60, no. 3, June 1969, pp. 222-230,
"The primary finding of the study is the significant ... interaction among instructional methods, learner characteristics, and subject matters. This finding strongly supports the existence of learning styles."

U. S. Civil Service Commission.
Computer assisted instruction; a general discussion and case study. Prepared by Bureau of Training, Training Systems and Technology Division. Washington, U. S. Govt. Print. Off., 1971. 19 pp. (Training systems and technology series no. 5, Pamphlet T-15)

U. S. Civil Service Commission.
Instructional systems and technology; an introduction to the field and its use in Federal training. Prepared by Bureau of Training, Training Systems and Technology Division. Washington, U. S. Govt. Print. Off., 1969. 18 pp. (Training systems and technology series no. 1, Pamphlet T-11)

U. S. Department of the Air Force.
Job performance aids research; summary and recommendations, by John P. Foley, Training Research Division, Wright-Patterson Air Force Base, Ohio, Air Force Systems Command, Air Force Human Resources Laboratory, 1969. 27 pp.
"A job performance aid is something that a maintenance man uses to guide himself while he is performing a task of his job. It provides step-by-step instructions for the job at hand." This report summarizes and compares the results of various research projects and gives recommendations for further research.

Unwin, Derick, ed.
Media and methods; instructional technology in higher education. New York, McGraw-Hill, 1969. 218 pp.
A compilation, by authorities in the field, that treats the applications of audio-visual aids, programmed and other techniques of educational technology. Future developments are discussed.

Uris, Auren.
Do you need a new right hand? Nation's business, vol. 58, no. 7, July 1970, pp. 72-74, 76.
Twelve guidelines for the executive in choosing and effectively using an assistant. The manager who can work well with an assistant "reaps tremendous benefits, in terms of job performance and professional progress."

Utgaard, Stuart B. and Rene V. Dawis.
The most frequently-used training techniques. Training and development journal, vol. 24, no. 2, February 1970, pp. 40-43.
A survey of 112 firms on frequency of use of 18 training techniques revealed job instruction training, conference or discussion, and apprenticeship training to be the most popular. Article also provides a table indicating significant firm characteristics related to frequency of use of training techniques by type of firm.

Virgin Islands. College. Caribbean Research Institute.
Preparation for encounter; training Peace Corps volunteers for community involvement through community exploration. A handbook, by Phillips Ruopp and Paul Wrobel. Washington, U. S. Govt. Print. Off., 1969? 61 pp.
This handbook, though written for those who train Peace Corp Volunteers, might be adapted to other training programs. It is designed to give the Volunteers a chance "to learn how to learn" about the place of their assignment.
Published in cooperation with U.S. Peace Corps.

Washington. University. School of Continuing Education. Office of Research.
Psychological research in classroom learning. A report on a conference ... sponsored by the Department of Psychology and ... ed. by King M. Wientge, Philip H. DuBois, and Harry Gaffney. St. Louis, Mo., 1967. 117 pp. (Publication no. 11)
Partial contents: A systems approach to adult learning; Measurement of the products of training; Computer assisted instruction: some facts and fancies; Simulation applied to education; The new look in educational technology, in technical training; Evaluation of a partially self-paced course; A study of retention of programmed learning; Consumer acceptance of programmed instruction.

Weiss, Alan.
Selecting and training an assistant. Supervisory management, vol. 15 no. 8, August 1970, pp. 10-12.
Guidelines include selecting an individual whose strong points complement yours, defining his areas of authority, and making certain that he is knowledgeable about and comfortable with the organization's protocol.

Wells, Fred G.
How Bell Telephone teaches skills. Training in business and industry. vol. 7, no. 9, September 1970, pp. 41-48.
Wide ranging article covers the training of craft employees, foremen and instructors and includes data on a variety of training methods such as on-the-job, laboratory, and classroom.

Wexley, Kenneth N.
Comparison of two feedback techniques for improving the human relations skills of group leaders. Ann Arbor, Mich., University Microfilms, Inc., 1970. 88 pp.
Doctoral dissertation, University of Tennessee, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 8, February 1970, pp. 3904-B-3905-B.

Wiener, Earl L. and Dennis A. Attwood.
Training for vigilance: combined cueing and knowledge of results. Journal of applied psychology, vol. 52, no. 6, pt. 1, December 1968, pp. 474-479.
"The results of this study are further evidence that the most effective way to train a monitor for a monotonous watchkeeping job is to train him with immediate knowledge of results ...."

SENSITIVITY TRAINING

Alderfer, Clayton P.
Relatedness need satisfaction and learning desires in laboratory education. Journal of applied behavioral science, vol. 6, no. 3, July-August-September 1970, pp. 365-368.
The two hypotheses tested in the study and supported were that higher learning desires follow from higher interpersonal satisfaction with the trainer and also follow from higher interpersonal satisfaction with the group.

Armor, Thomas H.
Peak-experiences and sensitivity training groups. Ann Arbor, Mich., University Microfilms, Inc., 1970. 208 pp.
Doctoral dissertation, University of California, Los Angeles, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 11, May 1970, p. 5218-B.

Avis, Warren E.
The executive suite and behavioral sciences. S.A.M. advanced management journal, vol. 35, no. 4, October 1970, pp. 52-55.
The founder of American Behavioral Science Training Laboratories describes a laboratory training session for key personnel and points out that beneficial returns to the participants as well as to their organizations usually result. He tells of a unique means of problem solving derived from laboratory experience called Shared Participation. It is an approach to achieving quality and acceptance in organizational decision making.

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Bennis, Warren G.
Goals and meta-goals of laboratory training. In Bennis, Warren G. and others, eds. Interpersonal dynamics; essays and readings on human interaction. Rev. ed. Homewood, Ill., Dorsey Press, 1968, pp. 680-687.
Discusses four pivotal "meta-goals" or "values" which transcend and shape articulated goals: expanded consciousness and recognition of choice, spirit of inquiry, authenticity in interpersonal relations, and a collaborative conception of authority. Bennis believes these to be the most important results of laboratory training.
Reprinted from Human Relations Training News (National Training Laboratories, Washington, D.C.), vol. 6, no. 3, Fall 1962, pp. 1-4.

Blumenstiel, Alexnader D.
Acquaintance: structural and relational features of laboratory training. Ann Arbor, Mich., University Microfilms, Inc., 1969. 226 pp.
Doctoral dissertation, Washington University, 1969. Abstracted in Dissertation Abstracts, vol. 29, no. 11, May 1969, p. 4112-A.

Bolman, Lee.
Laboratory versus lecture in training executives. Journal of applied behavioral science, vol. 6, no. 3, July-August-September 1970, pp. 323-335.
"Both types of programs produced equal change in participants' stated beliefs about effective interpersonal behavior. Laboratory training showed greater effects on participants' perceptions of themselves and on their behavior as analyzed from tape recordings of case discussion meetings. However, there was evidence that the participants had difficulty transferring learning from the T Group to other parts of the program and that there was considerable fade-out of the effects of the training."

Bramson, Robert M.
Changes in social sensitivity in group training. Ann Arbor, Mich., University Microfilms, Inc., 1970. 140 pp.
Doctoral dissertation, University of California, Berkeley, 1969. Abstracted in Dissertation Abstracts International, vol. 31, no. 2, August 1970, p. 823-A.

Brynildsen, R. Douglas and T. A. Wickes.
An integrated approach to maximize laboratory methods in training. Training and development journal, vol. 24, no. 2, February 1970, pp. 4-8.
Describes a training program designed to overcome managerial obsolescence with both organizational and personal focus. The five phases include: prework; off-site laboratory; work team follow-up; skills laboratory; and individual follow-up. Evaluates laboratory approach.

Buchanan, Paul C.
Laboratory training and organization development. Administrative science quarterly, vol. 14, no. 3, September 1969, pp. 466-480.
A review of the literature from 1964-1968 on the use of laboratory training for more effective human relations in organizations. Findings are compared with a previous study by the author.

Bunker, Douglas R.
Values of sensitivity training for managers. In Executive Study Conference, Indianapolis, Indiana, December 1 and 2, 1965. Issues and concepts in executive education and development. Proceedings ... Princeton, N. J., Educational Testing Service, 1968, pp. 89-99.
Discusses laboratory training as a "second-order learning process," i.e., learning that is self determined. Bunker expresses concern "with ways of promoting inquiry, and encouraging a self-directed, self-correcting capacity" rather than with changing sets of values). He describes relevant research.

Burton, Arthur, ed.
Encounter. San Francisco, Calif., Jossey-Bass, Inc., Pub., 1970. 207 pp.
Explores both theory and practice of sensitivity training. Partial contents: Therapeutic relationships in groups, by Bertram R. Forer; Encountering and groups, by Thomas P. Malone; Encounter in community, by Erving Polster; Tradition innovation, by Stewart B. Shapiro.

Butkus, Alvin A.
Should executives go back to school? Dun's, vol. 96, no. 3, September 1970, pp. 37-38.
Corporate executives question whether university management training programs improve their performances back on the job. Sensitivity training is particularly criticized.

Calame, Byron E.
The truth hurts; some companies see dangers in sensitivity training. Wall Street journal, vol. 174, no. 9, July 14, 1969, pp. 1, 23.
Illustrates reasons some companies have become disenchanted with sensitivity training for managers and reports on modifications in its use.

Campbell, John F.
What is laboratory education? Personnel administrator, vol. 14, no. 5, September-October 1969, pp. 19-21.
Asks why it is used, how successful it is, and what can reasonably be expected from T-group training.

Cecere, Gerald J.
Change in certain personality variables of counselor education candidates as a function of T-group. Ann Arbor, Mich., University Microfilms, Inc., 1969. 74 pp.
Doctoral dissertation, Rutgers-The State University, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 4, October 1969, pp. 1427-A-1428-A.

Clark, James V., Samuel A. Culbert, and H. Kenneth Bobele.
Mutually therapeutic perception and self-awareness under variable conditions. Journal of applied behavioral science, vol. 5, no. 1, January-February-March 1969, pp. 65-72.
"The studies in the present series serve to demonstrate that changes in members' PES [Problem Expression Scale] ratings are a useful measure of self-awareness changes in T Groups and ought to be included in such a comprehensive study. The present research series also suggests that the number of mutually perceived positive and negative therapeutic relationships cannot be ruled out as a determinant of such changes."

Commonly asked questions about sensitivity training and NTL Institute. News and reports (NTL Institute), vol. 3, no. 3, June 1969, pp. /1-2/.

A catechism approach is used to clear away many of the questions people raise about sensitivity training. Twenty-three are answered here, such as: What does sensitivity training accomplish? What are non-verbal techniques? What are the qualifications for a trainer? and What does research say about sensitivity training?

Cooper, Cary L.

The influence of the trainer on participant change in T-Groups. Human relations, vol. 22, no. 6, December 1969, pp. 515-530.

Tests five hypotheses regarding trainer-participant relationships in T-groups and concludes: "... When the trainer is seen as attractive participants identify with him and become more like him in attitude and behaviour; when the trainer is seen as self-congruent participants change in ways that foster their own congruence."

Cooper, Cary L. and Iain L. Mangham.

Trainer behavior in T-groups; a review of research and some conclusions. Training and development journal, vol. 24, no. 3, March 1970, pp. 13-19.

Reviews research on trainer behavior and the role of the trainer in T-groups. The literature on four kinds of studies is included.

Crosby, Robert and Richard Schmuck.

Transfer of laboratory training. Human relations training news, vol. 13, no. 2, 1969, pp. 3-5.

A group of Methodist youth workers utilized a "retreat" design in laboratory training to help them improve their effectiveness in consulting with pastors and others interested in establishing youth programs. Follow-up results revealed that a satisfactory "transfer" was made from the nine-day simulated experience to the real-life situation.

Culbert, Samuel A.

Accelerating laboratory learning through a phase progression model for trainer intervention. Journal of applied behavioral science, vol. 6, no. 1, January-February-March 1970, pp. 21-38.

"A T-Group's capacity for learning need not emerge only at the group's 'natural' pace, as trainers have so often assumed. Trainers can, and many do, use methodologies that accelerate a group's rate of learning. This paper describes one such methodology for accelerating a group's rate of learning: a phase progression model for trainer intervention."

Culbert, Samuel A.

The interpersonal process of self-disclosure; it takes two to see one. Washington, NTL Institute for Applied Behavioral Science, 1968. 31 pp. (Explorations in Applied Behavioral Science, no. 3, 1967)

Self-disclosure, as used here, refers to revealing personal private information to another that the person would be unlikely to acquire otherwise. The discussion suggests that self-disclosure is important for self-knowledge and acceptance as well as for fruitful interpersonal relationships. The author seeks to develop a comprehensive theory of the interpersonal processes of self-disclosure, with implications for sensitivity training.

Culbert, Samuel A. and Jerry Fisher.
The medium of art as an adjunct to learning in sensitivity training. Journal of creative behavior, vol. 3, no. 1, Winter 1969, pp. 26-40.
Description of a four-hour sensitivity training session which used art as a medium to help participants view self-data which they had previously had difficulty in seeing.

Culbert, Samuel A. and Warren H. Schmidt.
Staging a behavioral science learning experience: transforming observers into participants. Journal of applied behavioral science, vol. 5, no. 3, July-August-September 1969, pp. 337-349.
Provides guidelines for breaking the resistance of an audience to learning about self and to publicly displaying behavior.

Delbecq, Andre L.
Sensitivity training. Training and development journal, vol. 24, no. 1, January 1970, pp. 32-35.
Provides a brief statement of the theoretical tradition out of which sensitivity training has evolved. some propositions concerning its effectiveness, and some practical conclusions about its role in management development programs.

Dunnette, Marvin D.
People feeling: joy, more joy and the "slough of despond." Journal of applied behavioral science, vol. 5, no. 1, January-February-March 1969, pp. 25-44.
"Inspiration and elation are commonly expressed outcomes of T-Group experiences. Yet, compelling as such feelings may be, they are not, in themselves, sufficient for understanding what takes place in sensitivity training.... A new methodology for studying interpersonal perception judgments is described...."

Dyer, William G.
Acceptance or change. Human relations training news, vol. 13, no. 2, 1969, pp. 6-7.
A dilemma concerning interaction in T-Group work arises when one person disapproves the behavior of another; should the former "accept" or the latter "change"? Discusses the nature of feedback in such a case. Paradoxically, although feedback may appear to be a request for change, it is often the beginning of the process of acceptance.

Dyer, William G. and others.
A laboratory-consultation model for organization change. Journal of applied behavioral science, vol. 6, no. 2, April-May-June 1970, pp. 211-227.
"The major feature of the project reported here and still under way is the attempt to optimize both entry methods and transfer activities by a single developmental approach which includes the unique feature of using laboratory training to build a consulting relationship between internal consultants and their operating managers in an industrial organization."
Comments on this article by George S. Dillion (p. 228) and James Richard (pp. 229-231).

Eddy, William B.
The Midwestern Laboratory for Executive Development. Human relations training news, vol. 12, no. 3, 1968, pp. 3-5.
Describes program of this twice yearly laboratory established in 1964 jointly by the National Training Laboratories and the Midwest Group for Human Resources. Emphasis is on interpersonal and organizational performance rather than on personal growth or intrapersonal areas.

Eitington, Julius E.
T-group learnings for group effectiveness; using lab method for "newer" values in cohesive work groups. Training and development journal, vol. 23, no. 5, May 1969, pp. 44-47.
Suggests reasons for encouraging full participation in T-group training sessions, e.g., to help the growth of recessive members, to get support for decisions, to build trust and intimacy and to encourage risk-taking. Mention made of applications to the organizational setting.

Fink, Stephen.
The non-design of a laboratory. Human relations training news, vol. 13, no. 3, 1969, pp. 1-3.
An account of experience with a non-design laboratory in which participants "emphasize awareness and action on the process of initiating their own developmental situations and upon creating processes, relationships and a climate in which this can occur." Article is followed by "Comments on the Non-design Laboratory," by Richard Byrd (pp. 4-5).

Finston, Howard V.
Impact of T-group training within an R & D environment. Personnel journal, vol. 48, no. 2, February 1969, pp. 108-114.
Reports opinions of management representatives and staff members of the purchasing department of Electronics Research and Development, Inc., on the value of a T-group training program in which they had participated.

Frankiel, Harry H.
The process of change in sensitivity training: mutually perceived support, confrontation, and cognitive orientation in member-member relationships. Ann Arbor, Mich., University Microfilms, Inc., 1968. 130 pp.
Doctoral dissertation, University of California, Los Angeles, 1968. Abstracted in Dissertation Abstracts International, vol. 30, no. 2, August 1969, p. 442-A.

Ganong, Joan and Warren Ganong.
Knee groups--in tight, not up tight. Training and development journal, vol. 24, no. 7, July 1970, pp. 27-28.
Describes experience with use of the knee group, a small discussion group whose members are seated so close together that their knees are touching. The proximity of participants brings a degree of informality, productive interchange of ideas, concentrated attention, satisfying personal involvement, and other benefits.

Golembiewski, Robert T.
Organizational properties and managerial learning: testing alternative models of attitudinal change. Academy of management journal, vol. 13, no. 1, March 1970, pp. 13-31.

Golembiewski "... specifies organizational properties /based on the work of Rensis Likert/ and tests for their effects on the learning induced in middle-level managers by a laboratory experience. This article also begins to test the adequacy of alternative models of learning in accounting for changes observed."

Golembiewski, Robert T. and Arthur Blumberg.
Sensitivity training in "cousin" groups. Training and development journal, vol. 23, no. 8, August 1969, pp. 18-22.

Article supplies a description of a learning model for "cousin groups", (individuals who are from the same parent group but who do not usually work together), which has been successfully used in T-group laboratories. Explanation of the Jo-Hari Window and six guidelines for regenerative feedback cycles are given.

Golembiewski, Robert T., and Stokes B. Carrigan.
The persistence of laboratory-induced changes in organization styles. Administrative science quarterly, vol. 15, no. 3, September 1970, pp. 330-340.

"Changes in interpersonal and intergroup styles in a small managerial population were observed following exposure to a learning design based on the laboratory approach."

Resulting evidence suggests "that the training design helped induce and sustain major changes in a large number of measures of the interpersonal and intergroup styles of a small organization unit."

Golembiewski, Robert T. and Stokes B. Carrigan.
Planned change in organization style based on the laboratory approach. Administrative science quarterly, vol. 15, no. 1, March 1970, pp. 79-96.

Results of effort to change an organization's design using the laboratory approach and a one-week learning experience including sensitivity training. Results showed managers as more free to behave in ways they preferred, and their work climate more what they wished it to be.

Gosling, Robert.and others.
The use of small groups in training. London, Codicote Press, Ltd., 1967. 144 pp.

Papers derived from Proceedings of a conference sponsored by Staff Board of the Tavistock Institute of Human Relations describe the use of group training for three professional groups--doctors, social workers, prison workers--which attempts to fill gaps caused by the development of knowledge and skills in the field of human relations resulting from behavioral research. Also identifies substantive issues which arise in

Green, James G.
A study of expressed behavior changes occurring as a result of exposure to filmed classroom situations and T-group sensitivity training. Ann Arbor, Mich., University Microfilms, Inc., 1969. 185 pp.

Doctoral dissertation, Washington State University, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 7, January 1970, p. 2880-A.

Groups. American journal of psychiatry, vol. 126, no. 6, December 1969, pp. 823-873.

Special section on group training from a psychiatric and psychological point of view. Partial contents: Psychiatric perspectives on T-groups and the laboratory movement: an overview, by Louis A. Gottschalk and E. Mansell Pattison; How sensitive is sensitivity training, by Ralph Crawshaw.

Guerin, Quintin W.
Confrontation is the media of change. Training and development journal, vol. 23, no. 11, November 1969, pp. 5-7.

Skillful use of confrontation techniques in training is a method of reducing cognitive dissonance, serves as a feedback mechanism, and can be instrumental in bringing about change in individuals and groups. Ten steps in utilizing confrontation as a training method are briefly outlined.

Haigh, Gerard V.
A personal growth crisis in laboratory training. Journal of applied behavioral science, vol. 4, no. 4, October-November-December 1968, pp. 437-452.

Article presents an account of a critical incident which was a personal growth crisis for a participant in a laboratory, on the assumption that knowledge of laboratory training can be advanced by a study of critical incidents and lead to the isolation of variables of importance for research.

Hall, Jay.
The use of instruments in laboratory training; ... and a review of teaching-learning strategies. Training and development journal, vol. 24, no. 5, May 1970, pp. 48-50, 52-55.

"The purpose of this brief article is to present the underlying rationale of the instrumented approach to training, while at the same time answering some more fundamental questions regarding various teaching-learning assumptions as well as the effective use of instruments and their advantages relative to other forms of training."

Hammann, Kalen A.
Trainer orientation, member experience, and empathy: a true experiment exploring the sources and kinds of impact of sensitivity training. Ann Arbor, Mich., University Microfilms, Inc., 1971. 227 pp.

Doctoral dissertation, University of Michigan, 1970. Abstracted in Dissertation Abstracts International, vol. 31, no. 8, February 1971, pp. 4969-B-4970-B.

Harris, Philip R.
An adapted microlaboratory design. Human relations training news, vol. 13, no. 1, 1969, pp. 3-5.

Description of adapted T-group procedures used in a training course for adjudicators in the Bureau of Employment Security. The microlaboratory design is a telescoped version of the longer sensitivity laboratory.

Higgin, Gurth and Harold Bridger.
The psychodynamics of an inter-group experience. London, Tavistock Publications, 1965. 56 pp.

Description, analysis, and interpretation of a T-Group experiment conducted in Britain to observe how unconscious anxieties and defenses affect group and inter-group behavior. When these are not brought to bear on the work-task, three dynamics tend to appear: (1) flight from work or resentment toward the leadership; (2) overdependence upon the leadership; or (3) pairing, that is, when the group abandons the general work-tasks in favor of heightened activity restricted to pairs.

House, Robert J.
Research in sensitivity training: a review of the issues and the evidence. In Executive Study Conference, Indianapolis, Indiana, December 1 and 2, 1965. Issues and concepts in executive education and development. Proceedings ... Princeton, N. J., Educational Testing Service, 1968, pp. 101-123.

Raises questions regarding T-group training programs which advisers to management should consider before endorsing a T-group training program. Presents evidence from the literature pro-and con T-group education. Recommends that "it be made available under conditions in which there is the least risk of harm to the individual, and on terms that make attendance strictly voluntary." Questions and answers, pp. 117-119.

House, Robert J.
T-group training: good or bad? Business horizons, vol. 12, no. 6, December 1969, pp. 69-77.

"This article summarizes the results of acceptable studies. In the light of the evidence, the author feels top management should answer seven questions before deciding whether this kind of training is appropriate for members of the organization. Four of the questions concern effective use and three concern ethical issues. The author also makes recommendations intended to minimize the risk and maximize the benefits."

Revised version of paper entitled: "T-Group Education and Leadership Effectiveness; a Review of the Empiric Literature and a Critical Evaluation" (Personnel Psychology, vol. 20, no. 1, Spring 1967, pp. 1-32).

Inglesby, Leo C.
Shakespeare on sensitivity training. Training and development journal, vol. 22, no. 12, December 1968, pp. 24-27.

Denunciation of T-Group training as seen in a seldom printed epilogue to Hamlet.

Is sensitivity training a valuable tool or a risk? Modern manufacturing, vol. 3, no. 4, April 1970, pp. 14-15.

Brief comments by Frank R. Smith, Northrop Corp.; Eugene S. Cramer, Aerojet-General Corp.; George Odiorne, College of Business, University of Utah; and William Gomberg, Wharton School of Finance and Commerce, University of Pennsylvania.

Isgar, Tom.
A maximum input model using delayed discussion. Human relations training news, vol. 13, no. 1, 1969, pp. 5-7.

Detailed description of laboratory training program conducted for 15 college students and five poor people (Interns), aimed at developing training skills for poverty programs and a model for training college students.

Joure, Sylvia A.
Influence of trainer style and participant personality on T-Group change. Ann Arbor, Mich., University Microfilms, Inc., 1971. 244 pp.
Doctoral dissertation, Memphis State University, 1970. Abstracted in Dissertation Abstracts International, vol. 31, no. 10, April 1971, p. 6315-B.

Kingsbury, Sherman.
Profiting from interpersonal laboratory training. In Executive Study Conference, Cleveland, Ohio, April 20 and 21, 1965. Research and technical personnel in management; selection, motivation, development. Proceedings ... Princeton, N. J., Educational Testing Service, 1968, pp. 109-123.
Notes the kinds of learning which T-groups work on and their relationship to making commitments that take place in a company creating and marketing new products. Includes questions and answers from discussion period.

Kolb, David A., and others.
Self-directed change: two studies. Journal of applied behavioral science, vol. 4, no. 4, October-November-December 1968, pp. 453-471.
Reports two experiments in which members of laboratory training groups (graduate students in industrial management) "undertook individual self-directed change projects to obtain personal goals relevant to their behavior in the T Group. These experiments assess the effectiveness of the self-directed change method in this setting and investigate which aspects of the method are important in producing change."

Lakin, Martin.
Some ethical issues in sensitivity training. American psychologist, vol. 24, no. 10, October 1969, pp. 923-928.
Explores various ethical issues connected with sensitivity training--pregroup, training group, learning and experiential focuses and post training. Comments on the worth of sensitivity training while cautioning against its abuses. Recommends creating a commission of the American Psychological Association to investigate training practices and standards of training preparation and to recommend a code of ethics for accredited trainers.

Lantz, Albert W.
Relationship of sensitivity training to change in attitudes held by student teachers. Ann Arbor, Mich., University Microfilms, Inc., 1969. 149 pp.
Doctoral dissertation, United States Interrational University, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 6, December 1969, pp. 2402-A-2403-A.

Leavitt, Harold J., and Robert Daktor.
Personal growth, laboratory training, science, and all that: a shot at a cognitive clarification. Journal of applied behavioral science, vol. 6, no. 2, April-June 1970, pp. 173-179.
"... Two psychologists react to Chris Argyris' 'On the Future of Laboratory Education' (JABS, Vol. 3, No. 2, 1967) by distilling and blending the modes of learning elaborated by Bruner (Bruner, Olver, and Greenfield, 1966)... There is room for both the enactive and the symbolic in the future of laboratory education, say the authors, as long as the hierarchy is understood and maintained."

Llinas, Jose J.
Side effects and possible dangers of sensitivity training. Industrial medicine and surgery, vol. 39, no. 2, Febraury 1970, pp. 74-75.
Points out possible dangers in sensitivity training and reports two cases of severe reactions. Outlines guidelines to provide minimal protection from effects of the T-group experience as set up by two psychiatrists from Harvard Medical School.

Lubin, Bernard and Marvin Zuckerman.
Level of emotional arousal in laboratory training. Journal of applied behavioral science, vol. 5, no. 4, October-November-December 1969, pp. 483-490.
Reports an investigation to provide objective data regarding the question of stress during laboratory training. The subjects were 43 males on the managerial level.

McCullough, Richard C., and Bernard Lubin.
Sensitivity training for training officers in the Federal government. Human relations training news, vol. 12, no. 4, 1968, pp. 3-5.
Description and evaluation of three one-week sensitivity training seminars conducted for the training officers of a large Federal agency. The participants felt they learned "a great deal more about themselves and about groups than they did factual information."

McLennan, Roy.
Exploring group behavior. Personnel and training management (Gt. Brit.), March 1969, pp. 24-27.
A participant in the Leicester course in group dynamics of the Tavistock Institute describes its objectives and methods for improving the job performance of managers and comments on its value.

Mann, Edward K.
Sensitivity training: should we use it? **Training and** development journal, vol. 24, no. 3, March 1970, pp. 44-46, 48.
While generally arguing against the use of sensitivity training, Mann suggests guidelines for determining the conditions under which sensitivity training might be considered.

Mann, John.
Encounter; a weekend with intimate strangers. New York, Grossman, Publishers, 1970. 235 pp.
Description of an actual encounter week-end. In the chapter "An interlude with the author," general tactics that were used are explained and several major considerations regarding their use in industrial and work situations are pointed out.

Mill, Cyril and Miriam Ritvo.
Potentialities and pitfalls of nonverbal techniques. Human relations training news, vol. 13, no. 1, 1969, pp. 1-3.
Nonverbal techniques are often used in laboratory training. Article cautions that they are best used when conducted by a professional trainer with special knowledge of human behavior.

Mitchell, Rie R.
An evaluation of the relative effectiveness of spaced, massed, and combined sensitivity training groups in promoting positive behavior change. Ann Arbor, Mich., University Microfilms, Inc., 1970. 141 pp.
Doctoral dissertation, University of California, Los Angeles, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 11, May 1970, p. 4834-A.

Moustakas, Clark.
Individuality and encounter; a brief journey into loneliness and sensitivity groups. Cambridge, Mass., Howard A. Doyle Pub. Co., 1968. 116 pp.
Explores self-discovery, man's relationship to his fellow man, and group relationships. Describes experiences in encounter groups and outlines dimensions of bureaucratic research that enable an individual to do further research by himself.

Myers, Gail E., and others.
Effect of feedback on interpersonal sensitivity in laboratory training groups. Journal of applied behavioral science, vol. 5, no. 2, April-May-June 1969, pp. 175-185.
"The results can be interpreted as supporting the assumption that members of a T Group who receive feedback from others in their group will become more sensitive to interpersonal relationships and social interaction."

NTL's new Maine training center, a retreat but no sanctuary. Training in business and industry, vol. 6, no. 5, May 1969, pp. 47-49.
Describes the NTL Institute for Applied Behavior Science's sensitivity training center at Bethel, Maine and discusses the types of people who join their T-groups.

Newman, Lawrence E. and J. Leonard Steinberg.
Consulting with police on human relations training. American journal of psychiatry, vol. 126, no. 10, April 1970, pp. 1421-1429.
Human relations training in the Los Angeles Police Department for new recruits and for officers taking in-service training is described. Special attention is given to relationships with minority groups and to dealing with personal stress.

Oberg, Winston.
Sensitivity training and management. MSU (Michigan State University) business topics, vol. 17, no. 4, Autumn 1969, pp. 30-41.
"This article traces the development of the movement, examines the results of sensitivity training programs in the development of managers, looks briefly at what happens in a sensitivity training laboratory, and suggests how T-groups and laboratory training can best be used in the development of executives."

Oregon. University. Center for the Advanced Study of Educational Administration.
The effects of human relation training on diagnosing skills and planning for change, by Leonard Lansky and others. Eugene, 1969. 1 v.
Reports on research which measured differential effects of training vs. no training among a group of Oregon educators over a one year time span. Conclusion was that a one-shot laboratory training experience conducted outside the context of participants' organizational system was not a very effective tool for initiating behavioral change.

O'Rourke, Paul.
Should laboratory training be elective? Training and development journal, vol. 22, no. 12, December 1968, pp. 38-39.
Since sensitivity training is controversial, author suggests an explanatory discussion session for prospective candidates, followed by a letter to be signed by them either agreeing to participate or electing not to enroll.

Patten, Thomas H., Jr.
Collective bargaining and consensus: the potential of a laboratory training input. Management of personnel quarterly, vol. 16, no. 1, Spring 1970, pp. 29-36.
Author suggests that "there are some normative patterns applicable to T-group functioning that are also applicable to moving collective bargaining from arm's-length temporal conflict-accommodation to open, authentic, trusting relations which make decision-making by consensus possible." In light of growing activity in government unions as well as industry, Patten points out, such possibilities take on new importance.

Pollock, Ross.
Laboratory training techniques for organizations. New Delhi? Indian Institute of Public Administration, 1969. 12 pp.
Explanation of how T-group methods can be applied in training situations, the role of the trainer, and various techniques which can be developed.

Rawls, James R., Donna J. Rawls, and Roland L. Frye.
Membership satisfaction as it is related to certain dimensions of interaction in a T-group. Journal of social psychology, vol. 78, second half, August 1969, pp. 243-248.
Findings of this study support the hypothesis that T-Group membership satisfaction can be estimated by measuring a member's performance along certain behavioral dimensions.

Schrank, Robert and Susan Stein.
Sensitivity training uses and abuses. Manpower, vol. 2, no. 7, July 1970, pp. 2-7.
The various techniques which make up sensitivity training can provide useful constructive experiences or damaging ones. Some of the necessary precautions are suggested, especially in dealing with the employment problems of the disadvantaged.

Schroeder, Marjan.
Development of human relations training in the Netherlands. Human relations training news, vol. 12, no. 4, 1968, pp. 5-7.
Report on 20 years of experience in human relations training in Holland, with notes on future expectations.

Schuster, Louis J.
Needed: more sensitivity, less training. Personnel journal, vol. 48, no. 8, August 1969, pp. 612-616.
Sketches the development of training from the Training-Within-Industry programs of World War II through sensitivity training and its variations. Recommends a new direction which emphasizes participant learning and stresses promoting interrelational sensitivity among individuals and groups.

Shilling, Louis E., Jr.
The differential effect of two small-group training procedures upon the acquisition of interpersonal communication skills and the extinction of interpersonal anxiety. Ann Arbor, Mich., University Microfilms, Inc., 1971. 150 pp.
In this study to assess the feasibility of a short-term training program for disadvantaged, relatively uneducated blacks and to compare the merits of two methods of training lay helpers, the systematic facilitation training program was found to be superior to the T-group in inculcating communication skills in this population.
Doctoral dissertation, University of Georgia, 1970. Abstracted in Dissertation Abstracts International, vol. 31, no. 8, February 1971, pp. 4977-B-4978-B.

Singer, Henry A.
Experience compression laboratory. Training in business and industry, vol. 6, no. 8, August 1969, pp. 43-46.
a 75-hour mixture of psychodrama, group interaction, management development and sensitivity training was conducted by the Jerome Barnum Associates. This Experience Compression Laboratory (ECL) was typical of the training laboratories Barum conducts for high-level executives throughout the world. Basically his approach is a structured one, based on tasks familiar to those in the business world.

Smallegan, Marian J.
A study of the responses of individuals with different interpersonal needs with respect to variant forms of training in group and interpersonal relations. Ann Arbor, Mich., University Microfilms, Inc., 1970. 114 pp.
Doctoral dissertation, Boston University, 1969. Abstracted in Dissertation Abstracts International, vol. 31, no. 2, August 1970, p. 612-A.

Snortum, John R. and Hector F. Myers.
Intensity of T-group relationships as a function of interaction. In American Psychological Association. Proceedings of the 77th annual convention ... 1969. Pt. 1. Washington, 1969, pp. 455-456.
Reports research concerning the development of interpersonal intimacy as a function of interactions.

South, Oron.
Experiments with T groups in manager education for engineers. Journal of engineering education, vol. 59, no. 8, April 1969, pp. 953-956.
Describes three years of experimentation with the laboratory approach in the School of Engineering at Vanderbilt University.

Spier, Morris S.
Improving interpersonal sensitivity: an evaluation of a stereotype accuracy training program. Ann Arbor, Mich., University Microfilms, Inc., 1970. 147 pp.
Doctoral dissertation, Michigan State University, 1969. Abstracted in Dis-Dissertation Abstracts International, vol. 31, no. 3, September 1970, p. 1582-B.

Steele, Fred I.
The impact of the physical setting on the social climate at two comparable laboratory sessions. Human relations training news, vol. 12, no. 4, 1968, pp. 1-3.
Gives two illustrations of settings for laboratory training to illustrate the impact of the physical environment on human attitudes, behavior, and learning experiences.

Steele, Fred I., Dale E. Zand and Sheldon S. Zalkind.
Managerial behavior and participation in a laboratory training process. Personnel psychology, vol. 23, no. 1, Spring 1970, pp. 77-90.
Analyzes data concerning how the events which lead a manager to participate in a training laboratory experience relate to his laboratory involvement and follow-up change efforts.

Stoudt, Calvin L.
The comparative effects of sensitivity training, didactic training, and no training on the rating of responses to the Wisconsin counselor education selection. Ann Arbor, Mich., University Microfilms, Inc., 1970. 139 pp.
Doctoral dissertation, University of Wisconsin, 1970. Abstracted in Dissertation Abstracts International, vol. 31, no. 2, August 1970, p. 613-A.

T-school for behaviorism. Business week, no. 2106, January 10, 1970, pp. 62-63.
National Training Laboratories is establishing a research and diagnostic facility which will open in late 1971 and be known as the Center for the Development of Educational Technology. The plans and programs are described briefly, as are T-group programs conducted by other organizations.

Thomas, Terrance A.
The effects of laboratory training on the interpersonal relations of elementary school principals with their teaching staff. Ann Arbor, Mich., University Microfilms, Inc., 1970. 193 pp.
Doctoral dissertation, University of Oregon, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 11, May 1970, pp. 4747-A-4748-A.

Uris, Auren.
T-groups help leaders understand followers. Administrative management, vol. 30, no. 4, April 1969, pp. 68, 70, 72.
Capsule summary of T-group training and its uses for managers.

Wille, Warren S.
Sensitivity training programs in industry. Industrial medicine and surgery, vol. 39, no. 2, February 1970, pp. 76-77.
"A warning is issued against the grave dangers of the conduct of ... /sensitivity/ sessions by unqualified persons."

Young, James R.
The effects of laboratory training on self-concept, philosophies of human nature, and perceptions of group behavior. Ann Arbor, Mich., University Microfilms, Inc., 1970. 95 pp.
Doctoral dissertation, George Peabody College for Teachers, 1970. Abstracted in Dissertation Abstracts International, vol. 31, no. 6, December 7, pp. 3696-B-3697-B

Zenger, John H.
A comparison of human development with psychological development in T-groups. Training and development journal, vol. 24, no. 7, July 1970, pp. 16-20.
"Analogy produces remarkably parallel patterns for group and individual maturation."

ORIENTATION TRAINING

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Items in this annotated bibliography are drawn in large part from articles in the Personnel Practice Bulletin.

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Beck, Roland L.
Entrance orientation for new employees. Washington, 1968. 5 pp.
Beck feels that the orientation of new employees has been too long neglected by agencies. He outlines a desirable program.
Paper prepared for Personnel Management for Personnel Specialists Course, U. S. Civil Service Commission, August 1968.

Benton, Lewis R.
Why new employees quit. Supervisory management, vol. 14, no. 1, January 1969, pp. 12-15.
Attributes problem to poor orientation. Points out supervisor's responsibilities and suggests using an orientation checklist to insure that all details of job are covered.

Brereton, Philip R.
The new employee: make his first impressions count for you. Supervisory management, vol. 14, no. 10, October 1969, pp. 2-6.
Unplanned orientations can be disconcerting for new employees. Suggests some successful techniques.

Florida. State Personnel Board.
Employees orientation; a guide. Tallahassee, n.d. 15 pp.
(Training and development manual, no. 44)

Graham, Robert and Milton Valentine.
Alienation through isolation. Personnel administration, vol. 32, no. 2, March-April 1969, pp. 16-20.
Explains how an individual's pattern of identity and commitment development can be used in inducting employees into new jobs.

Griggs, J.E.
Training the new hire; how big is the big picture? Training and development journal, vol. 22, no. 11, November 1968, pp. 44-45.
The new employee should not be given one big dose of indoctrination, but should be allowed to assimilate as he goes along. Where possible, use the buddy system, and the "increment indoctrination" approach, i.e. gradual introduction first to the physical plant, then to the co-workers, and finally to the total company hierarchy and operations.

Lipstreu, Otis.
A systems approach to orientation. Personnel administration, vol. 32, no. 2, March-April 1969, pp. 41-47.
Maintains that orientation is profitable if attitude formation and the adjustment process are well understood and the technical system carefully programmed. Considers an optimal orientation system based on guidelines presented.

McIvers, W. D.
Am I going to succeed on this job? Journal of college placement, vol. 30, no. 3, February-March 1970, pp. 89-90, 92, 94.
The College Relations Manager for TRW Systems Group, Redondo Beach, California, outlines steps in his company's program designed to help the newcomer acclimate himself, and stresses the need for keeping the recent graduate informed on how well he is doing in his new job.

Mahoney, F. X.
New approaches for new employees; effective assimilation of disadvantaged at Humble Oil. Training and development journal, vol. 23, no. 2, February 1969, pp. 22-28.
Reprint and discussion of a Checklist for Orientation and Evaluation of New Employees, used by the Humble Oil and Refining Company. Although originally designed to deal with the disadvantaged, the Checklist shows signs of being useful for all new employees.

Marion, B. W. and S. E. Trieb.
Job orientation--a factor in employee performance and turnover. Personnel journal, vol. 48, no. 10, October 1969, pp. 799-804.
Reports research on the significance of job orientation of employees of two supermarkets. Results indicate that its importance for work group performance and employee satisfaction is not limited to the period immediately following employee hiring but has a lasting effect.

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Michigan. Department of Civil Service.
Initial employee orientation. Prepared by Training Division. Lansing? 1968-69. 2 v.
Vol. 1 includes general orientation guidelines and responsibilities. Vol. 2 covers standards of conduct, notification, approvals, reporting (absence and tardiness, prior approval, accidents and injuries), and finally, employee organizations and political activities.

Pisciotta, Mary M.
Orientation and placement follow-up in the Environmental Science Services Administration. Washington, 1968. 12 pp.
"The purpose of this report is to examine available forms and current placement follow-up procedures in the Environmental Science Services Administration, propose revisions and standardize an ESSA form."
Paper prepared for Personnel Management for Personnel Specialists Course, U. S. Civil Service Commission, August 1968.

Simpson, Donald F. and Anne N. Crutcher.
Focusing on the big picture:orientation at HEW. Public personnel review, vol. 31, no. 4, October 1970, pp. 231-234.
HEW's orientation program is as much for the old hand as for the new employee. It is designed to communicate the larger problems and purposes of the agency in the belief that such understanding will make work more meaningful for the individual and help him to do a better job. Forums, films and newsletters are some of the techniques used.

Stevens, Robley D.
Preparing new workers. Manage, vol. 22, no. 5, March 1970, pp. 50-55.
Importance of careful orientation and checklists to cover various areas.

U. S. Post Office Department.
Orientation and craft skill training. Prepared by Bureau of Operations, Bureau of Facilities, and Bureau of Personnel. Washington, U. S. Govt. Print. Off., 1969. 1 v. (Handbook series P-23)
One section covers general orientation training and the other covers training of carriers, clerks, mailhandlers and other special categories.

Zick, Donald C.
Orienting the new employee to the University of Missouri. Journal of the College and University Personnel Association, vol. 21, no. 2, February 1970, pp. 14-36.
Outlines the orientation program and reprints the University of Missouri Programmed Employee Handbook.

Anderson, Peggy.
Federal Executive Institute: special school for the super grades. Government executive, vol. 1, no. 3, May 1969, pp. 58-61.
A view of the Federal government's school for high-level government executives--its goals, faculty, courses and participants.

A B-school where language comes first. Business week, no. 2116, March 21, 1970, pp. 44, 46.
Report on a new school for training young Japanese business executives.

Baker, John C.
The roots of executive education. Harvard Business School bulletin, vol. 45, no. 6, November-December 1969, pp. 9-14.
Reminiscences about the early years of executive education at the Harvard Business School. The Special Sessions from 1928-38 were among the first advanced management programs.

Braddock, Albert L.
A look at Harvard's program for management development. GAO review (General Accounting Office), Spring 1969, pp. 59-62.
Describes the daily activities, teaching methods, program content and benefits of the 16-week-Program for Management Development at Harvard University Graduate School of Business Administration, held for the benefit of young potential "top echelon managers."

British Institute of Management.
A conspectus of management courses. 7th ed. London, 1968. 298 pp.
Lists and describes most of the courses now available in British universities, colleges and independent centres for the training of executives.

Chamblin, Francis A.
The U. S. Army Management School. Defense management journal, vol. 4, no. 4, Fall 1968, pp. 29-32.
Gives a brief history of this Army school, a profile of participants, and a description of courses offered and proposed for future sessions.

Clark, Robert P.
Key executives "wind up" at HBSA seminars. Harvard Business School bulletin, vol. 45, no. 3, May-June 1969, pp. 9-14.
The Continuing Education Seminars have been developed and used during the past six years to combat executive obsolescence and keep businessmen, particularly alumni of the Harvard Business School, alert to new trends and ideas in management. The program has proved to be a successful and effective means of executive development.

A conversation with Bill Gerow. Journal of Navy civilian manpower management, vol. 3, no. 2, Summer 1969, pp. 1-6, 28-30.
The Director of OCMM's Career Management Division comments on the Federal Executive Institute, and his experiences as a participant. Further, he gives his views on the characteristics of the successful executive and describes steps that Navy is taking in the area of executive development.

Cullinan, Terrence.
Latin American management education and recruitment: an environment perspective. California management review, vol. 12, no. 3, Spring 1970, pp. 35-43.
After tracing the various barriers which traditionally blocked effective management, discusses new executive management education and development centers which are providing the personnel and leadership to break these barriers. Characteristics of promising centers are described.

Faculty research is source of short executive programs. Harvard business school bulletin, vol. 46, no. 3, May-June 1970, pp. 9-11.
Listing, with brief descriptions, of new workshop-seminars for executives which have been developed from faculty research projects.

45 years; educating for national security. Perspectives in defense management, February 1969, Special section following p. 28.
A history of the Industrial College of the Armed Forces, the training center for military and civilian officials in national security management.

From executive suite to halls of ivy. Business week, no. 2081, July 19, 1969, pp. 122-123.
Stanford University's Graduate School of Business, under its new Dean Arjay R. Miller, shows signs of moving toward education for all types of management-government and education, as well as business.

How AMA trains managers. The Office, vol. 71, no.3, March 1970, pp. 56, 61-63.
The management training program of the American Management Association has been successful primarily because of the continual upgrading of its training structure and the use of practicing professionals as volunteer faculty members. Discusses the sensitivity training program and the management intern program.

In-company college: new era in training. Modern manufacturing, vol. 3, no. 1, January 1970, pp. 78-79.
Description of Western Electric's Corporate Education Center designed for on-campus training primarily in engineering or management for periods of one to twenty-two weeks.

Knapp, Mark L. and Carl E. Larson.
Institutional learning: a more appropriate definition of roles. Training and development journal, vol. 28, no. 7, July 1969, pp. 34-37.
Reports on the Milwaukee Consortium, a cooperative project in management development conducted by the University of Wisconsin-Milwaukee and five Milwaukee organizations. The participants, all high-level executives, agreed that they had acquired new managerial skills. Data was collected and each company analyzed in a group session. General research results examined data along the lines of information, attitudes, and upward communication.

McNulty, Nancy G.
Training managers; the international guide. New York, Harper and Row, 1969. 572 pp.
A guide to management education and executive development programs throughout the world. Includes descriptive information on these programs, eligibility requirements, cost, terms, teaching methods, faculty, etc. Graduate degree programs are also listed.
Prepared for the Council for International Progress in Management.

Managers go back to school at Western Electric Training Center.
Administrative management, vol. 30, no. 8, Ausust 1969, pp. 24-25, 28.
Reports on Western Electric's new education center for company employees. It offers more than 300 courses in engineering and business management, including a wide range of administrative and supervisory subjects.

Mansell, Christopher.
How Caterpillar breeds managers. Management today (Gt. Brit.), February 1970, pp. 96-99, 146, 1 8+.
The Caterpillar Tractor Company conducts a two week management development conference for its middle managers. Held at residential sites away from the plant, it is an attempt to "use the seminar medium as a communication set-up."

Morstein Marx, Fritz.
A new look at administrative science in Europe: the Speyer Conference. International review of administrative sciences, vol. 35, no. 4, 1969, pp. 291-301.
Summary of a review "of the state and tendencies of administrative science in European countries, published as part of the series of the German Academy of Administrative Sciences at Speyer...." Also includes comments on the Speyer Academy, the training institution for government administrators in Germany.

National Industrial Conference Board, Inc.
Executive development programs in universities, by June P. West and Don R. Sheriff. New York, 1969. 97 pp. (Studies in personnel policy, no. 215)
Analyzes 45 university executive development programs primarily concerned with general management and provides detailed data on each program, including organization, costs, content, and facilities.

Summary report of the study appears in article by the authors, "University-sponsored executive development programs," in Conference Board Record, vol. 6, no. 8, August 1969, pp. 48-50.

Pakistan. Public Administration Research Centre.
Institutes of public administration training in Pakistan. Lahore, 1969. 41 pp.
Describes the objectives, programs, training methods, etc. of the Pakistan Administrative Staff College, the National Institutes of Public Administration, Pakistan Academy for Rural Development, the Civil Service Academy, and the Secretariat Training Institute.

Pelton, Harold V.
Training courses tailored to the needs of various levels of Navy management. Navy management review, vol. 14, no. 6, June 1969, pp. 6-12.
"The establishment of the Navy Logistics Management School and its various courses, with constantly changing subject matter to include the latest programs and management techniques, have been an example of a cooperative drive to satisfy a requirement to keep Navy managers current."

Pittsburgh. University. Graduate School of Public and International Affairs.
Organizing schools and institutes of administration; a handbook on planning, improving, and managing centers of education, research and advisory services in public, development, business, and local government administration. Washington, U. S. Agency for International Development, 1969. 241 pp.
Includes guides on curriculum development and teaching methods, planning research and publications programs, library and reference services, facilities, and model syllabi, curricula, evaluation reports, etc.

RehFuss, John A.
Executive development: Executive Seminar Center style. Public administration review, vol. 30, no. 5, September-October 1970, pp. 553-561
Outlines and evaluates the operations of the Civil Service Commission's Executive Seminar Centers for training mid-level (GS 14-15) Federal managers. Four ways to diversify the curriculum are suggested and alternative selection procedures proposed.

Rines, D. M.
Course anatomy at United. Management today (Gt. Brit.), March 1970, pp. 83-85.
Satiric commentary on "course-manship" or how to successfully attend management training courses.

Roeber, Joe.
The making of U. S. managers. Management today (Gt. Brit.), February 1970, pp. 112-114, 116.
An Englishman looks at MIT's Sloan School of Management, comments on its one-year program for middle managers and relates such training to British needs.

Sherman, Frank P.
Federal Executive Institute: report of the Ad Hoc Committee on Planning and Scheduling of FEI Activities. In U.S. Interagency Advisory Group. Personnel Directors Conference, Fall 1969 ... Charlottesville, Va., October 8-10, 1969. Washington, U. S. Civil Service Commission, 1969. pp. 7-9.
Report of discussion and recommendations made by the Committee. Recommendations advocate continuing Institute's primary mission of serving Federal officials in Grades GS-16 and above, or equivalent, and continued emphasis on the eight-week program, the Residential Program in Executive Education, optimally to be offered five times a year.

Sherwood, Frank P.
The Federal Executive Institute today ... reviving the "sense of discovery." Civil service journal, vol. 10, no. 4, April-June 1970, pp. 26-28,
The major concern of the Federal Executive Institute "is to secure leadership in the various Federal agencies that is broad gauged, aware of institutional complexities, and able--once objectives have been determined--to put together alive, efficient organizations for their accomplishment."

Spain. National School of Public Administration.
Training Center for Civil Servants. Madrid, 1967. 16 pp.
Activities, location, courses, and how to register are covered in this pamphlet.

Sweeney, George P.
Higher education "problem-solver." Personnel administrator, vol. 15, no. 3, May-June 1970, pp. 16-19.
Proposes and explains the Industrial College Coalition, a scheme for merging "the college and the corporation for educational relevance, reappraisal and redirections." Sets forth the main points of the program and suggests an approach for action.

Taylor, H. J. B.
The administrative staff colleges at home and overseas. London, Lyon Grant and Green, 1968. 104 pp.
A review of the aims, achievements and problems of the administrative staff colleges in England, Australia, India, Pakistan, the Philippines, New Zealand, East Africa, Norway, Denmark, the West Indies and Iran. One chapter is devoted to the place of the staff college in a developing country.

U.S. Civil Service Commission.
The ADP Management Training Center. Prepared by Bureau of Training, ADP Management Training Center. Washington, U.S. Govt. Print. Off., 1970. 15 pp.
Summarizes background of the ADP Training Center and describes its scope and programs. Includes graphic representation of recommended training course sequences.

U.S. Civil Service Commission.
Executive seminar center, Berkeley, California, Kings Point, New York, Oak Ridge, Tennessee, 1971-72; objectives, curriculum design, selection guides, course outlines. Prepared by Bureau of Training. Washington, n.d. 34 pp.

U. S. Civil Service Commission.
General Management Training Center. Prepared by Bureau of Training, General Management Training Center. Washington, U. S. Govt. Print. Off., 1969. 32 pp.
Discusses the reasons for the Civil Service Commission's management training courses, the participants, the techniques and the Center's position in the training network. The final section consists of a descriptive list of the courses offered.

U. S. Civil Service Commission.
Historical and progress report of the Federal Executive Institute; an interagency training facility. Prepared by Federal Executive Institute. Charlottesville, Va., 1969. 46 pp.

U.S. Civil Service Commission.
/Management interns' proposals for new ideas on Federal programs./ Prepared by Bureau of Training, Office of Agency Consultation and Guidance. Washington, 1969. 1 v.
Contents: Tapping the management interns; Compensatory opportunity for the disadvantaged; Proposals for a national conference on urban communication and the organization of an institute of urban communication.
Three winning proposals of a new interagency MI program which is giving young professionals a chance to have their ideas heard.

U. S. Civil Service Commission.
A residential program in executive education. Prepared by Federal Executive Institute. Charlottesville, Va., 1969. 8 pp.
Descriptive pamphlet on program of Federal Executive Institute, Charlottesville, Virginia.

A university in public service: the Federal Executive Institute. Civil service journal, vol. 9, no. 3, January-March 1969, pp. 14-15.
Pictures of the Institute set up in Charlottesville, Virginia, as an interagency project and dedicated in mid-October 1968.

Willatt, Norris.
The Swiss management school. Management today (Gt. Brit.), December 1969, pp. 98-101, 142, 144+.
"For peculiar reasons of history, tiny Switzerland has two business schools which, in the European scale at least, rank large....The schools offer different approaches, but share the same principal objective: turning the specialists in which European firms abound into men equipped for general management."

INTERNSHIP AND WORK-STUDY PROGRAMS

Addison, Arnold.
Work-study graduate programs in personnel management. Personnel journal, vol. 49, no. 3, March 1970, pp. 209-212.
Outlines programs for work-study internships in personnel management for both large and small firms and suggests how to implement them. Views these programs as one method of recruiting professionally oriented graduates.

All in a day's work-study. American education, vol. 6, no. 1, January-February 1970, pp. 12-14.
Brief note on the College Work-Study Program, with photographs of students at work.

Asbell, Bernard.
Each year, a brand new bunch of Fellows. Think, vol. 36, no. 2, March-April 1970, pp. 2-7.
Vignette of the White House Fellows Program--how it was established, how it functions, assignments of participants, and benefits to fellows and society.

Baker, William H.
A study of selected characteristics of cooperative engineering students. Journal of cooperative education, vol. 5, no. 2, May 1969, pp. 40-48.

Brown, Ruth L.
Co-op secretarial training aids IBM and teenagers. Training in business and industry, vol. 6, no. 5, May 1969, pp. 56-58.
Outlines a co-operative high school secretarial training program conducted by an IBM division in Kensington, N. Y.

Brumback, Gary B.
A critical look at a Federal agency's student training and employment program. Public personnel review, vol. 30, no. 4, October 1969, pp. 222-225.
An evaluative study of the Commissioned Officer Student Training and Extern Program (COSTEP) of the U. S. Public Health Service. Findings reveal that the program has enhanced professional development of college students, acquainted them with Public Health Service goals and retained former COSTEPS for extended employment with the service following college graduation.

Coburn, Harold B.
On-going training for unqualified people. Training and development journal, vol. 23, no. 1, January 1969, pp. 8-9.
Facts about the Chase-Manhattan Bank's program of job training for high school students from slum areas. Known as the BET Program (Business Experience Training), it offers part-time work and training before graduation and full-time employment afterwards.

Cooperative Education Association.
A directory of cooperative education; its philosophy and operation in participating colleges in the United States and Canada. Philadelphia, Drexel University, 1970. 246 pp.
Provides detailed information about cooperative programs leading to certificates, baccalaureate or higher degrees. Data is arranged by college or university, and also is listed geographically and by field of study. The basic aspects of such work-study programs are also considered.

Cooperative Education Association.
What is cooperative education? Philadelphia, Drexel University, n.d. Folder.
Questions and answers regarding cooperative education and a list of colleges and universities offering such programs.

Cooperative Education Association and American Society for Engineering Education.
Guidelines for colleges considering the initiation of cooperative programs. Philadelphia, Drexel University, 1970? 13 pp.
Adapted from Handbook of College and University Administration, ed by Asa P. Knowles.

Cooperative Education Association and American Society for Engineering Education.
Guidelines for employers considering the use of cooperative students. Philadelphia, Drexel University, 1970? Folder.

From ghetto to campus. Manpower, vol. 2, no. 5, May 1970, pp. 26-29.
Profiles of some of the graduates of Wilberforce University and a description of the school's work-study program.

Gable, Richard W.
A new internship program for the state of California. Public personnel review, vol. 31, no. 4, October 1970, pp. 250-253.
The California internship program offers college students an opportunity to work or do research in state agencies. Both the students and the public officials are enthusiastic about the experience.

Ginsburg, Sigmund G.
New York City's 1968 summer intern program. Public personnel review, vol. 30, no. 3, July 1969, pp. 145-148.
A view of the scope, impact and administrative details of New York City's summer intern program for university students.

Ginsburg, Sigmund G.
Summer intern programs--a case history. Personnel, vol. 47, no. 3, May-June 1970, pp. 34-41.
Describes the 1969 New York City summer intern program for undergraduate and graduate students. Provides excerpts from summary report of selected intern projects and intern and City Hall program evaluations. Suggests that the program pattern would be a profitable one for industry to follow.

Gokie, Helene L.
The Washington Summer Intern Program; a view from inside. Civil Service journal, vol. 11, no. 2, October-December 1970, pp. 15-17.
A summer intern turned permanent Civil Service Commission employee offers observations on her own experiences and those of her colleagues. Her article is followed by a report from Jeff Tulis entitled "Summer Intern at Agriculture" (pp. 17-19).

Governmental Research Institute.
Four years of internships; program reevaluation and career progress reports by 96 interns from the 1963 through 1966 summer groups. A follow-up study of the Cleveland area Summer Internships in public administration. Cleveland, Ohio, 1968. 17 pp.
Evaluation of program sponsored by the Northeast Ohio Regional Chapter of the American Society for Public Administration and designed to supplement the academic curriculum of college juniors. The report includes data on interns' academic pursuits, occupational choices, civic participation, and reactions to the program.

Harris, Cynthia A.
Navy--number one in cooperative education. Journal of Navy civilian manpower management, vol. 4, no. 3, Fall 1970, pp. 15-17.
Among advantages of a work-study program, cites fact that students can apply theoretical classroom knowledge to work problems, that both employee and employer have time to assess each other, and that students can develop a feel for the workings of the organization.

Industrial Relations News.
Student co-ops; industry's farm system. Stamford, Conn., Industrial Relations Newsletter, 1967. 4 pp. (IRN special report)
Reports findings of survey. Of a circularization of 270 firms, 56% had co-op programs in operation. Other findings relate to hiring philosophy, offers of permanent employment, factors attracting students to a specific company, and benefits provided.

Lupton, D. Keith.
The co-op way for the disadvantaged attending college. Journal of cooperative education, vol. 7, no. 1, November 1970, pp. 26-31.
Lists ways in which a cooperative education program aids the disadvantaged student in overcoming his fears, timidity, or hostility. Also suggests means for cooperative education officials to use in recruiting among the disadvantaged.

Lupton, D. Keith.
The employer role in cooperative education. Journal of cooperative education, vol. 6, no. 1, November 1969, pp. 51-56.
Identifies the employer's role in cooperative education in the following areas: planning the programs, the employment process, student orientation, student supervision, student evaluation, extra-curricular assistance to student, and professional affiliation.

Markley, Roena.
Cooperative education. Washington, 1969. 7 pp.
Describes the cooperative education program at the U. S. Office of Education.
Paper prepared for Personnel Management for Personnel Specialists Course, U. S. Civil Service Commission, March 1969.

Michelson, G. G.
New dimensions for co-ops in non-engineering areas. Journal of cooperative education, vol. 6, no. 2, May 1970, pp. 17-22.
Cooperative education programs available to the students of the Borough of Manhattan Community College are described. Of the 3,500 day students in the college, about 1,000 participate in the program. Some of their personal success stories are given.

Mustafa, Husain and Kenneth A. Johnson.
The Cleveland summer internship program. Public personnel review, vol. 31, no. 1, January 1970, pp. 40-44.
A report on the operation of the Cleveland internship program for the period 1963-67. Participants were college juniors; placements were made at all levels of government; administration was handled by a private nonprofit organization. The program was considered a great success.

Peterson, Orville C., Terry L. Novak and Don Maher.
The management internship program. Minnesota municipalities, vol. 54, no.9, September 1969, pp. 280-281, 301.
An educator, a city manager, and an intern view internships in municipal government. All emphasize the value of combining relevant, practical experience with academic training in public administration.

Pickering, Robert E.
A study of the administrative internship program in the State of Washington. Ann Arbor, Mich., University Microfilms, Inc., 1969. 488 pp.
Doctoral dissertation, Washington State University, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 3, September 1969. pp. 964-A-965-A.

President's Commission on White House Fellows.
The White House fellows. Washington, U.S. Govt. Print. Off., 1970. 26 pp.
This illustrated brochure explains the purpose of the White House Fellows Program. It presents a picture of its operations, tells how Fellows are selected and describes their activities.
Previous eds: 1964, 1966, 1968, 1969.

Reitman, Annabelle.
The college work study program at Long Island University, Brooklyn Center: description, evaluation and plans for the future. Ann Arbor, Mich., University Microfilms, Inc., 1969. 150 pp.
Doctoral dissertation, Columbia University, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 9, March 1970, p. 3737-A.

Reitman, Annabelle.
Students talk about intern experience. Journal of college placement, vol. 30, no. 4, April-May 1970, pp. 79-80.
Students from the Accounting Department of the Brooklyn Center of Long Island University talk about the summer internship program under which they worked for CPA firms.

Rosenthal, Albert H.
Preparing the science administrators of tomorrow: an evaluation of the NASA Manned Spacecraft Center Management Intern Program. Public personnel review, vol. 30, no. 2, April 1969, pp. 70-75.

Rowe, Patricia M.
Motivation and job satisfaction on the work term of cooperative students. Journal of cooperative education, vol. 7, no. 1, November 1970, pp. 13-23.
Research results indicate the relevance of Maslow's need hierarchy to the work experience of the cooperative student. Implications for the faculty coordinator are enumerated in areas of selecting jobs, placing students and counseling.

Sansome, Robert.
A young businessman's firsthand view of the White House Fellows Program. NAM reports, vol. 14, no. 50, December 15, 1969, pp. 30-31.

Seaverns, Charles F., Jr.
A manual for coordinators of cooperative education. Boston, Northeastern University, Center for Cooperative Education, 1970. 120 pp.
Suggests techniques for the coordinator in areas as interviewing, use of psychological tests, disseminating occupational information, locating and soliciting cooperative assignments, planning and conducting follow-up placement activities, handling student problems.

Six-year review of the Cleveland area summer internship program in public administration. Governmental facts (Governmental Research Institute), no. 167, January 14, 1969, 4 pp.
Thirty-nine Federal, county and local governmental agencies in the Cleveland area have, over a six-year period, provided 170 college juniors with ten-week administrative internships. Report shows major field of participants, schools attended and employing agency.

Snyder, Henry A.
The relationship of selected interpersonal and professional characteristics of administrative interns and their supervisors to the satisfaction of the internship experience. Ann Arbor, Mich., University Microfilms, Inc., 1969. 132 pp.
Doctoral dissertation, University of Minnesota, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 10, April 1970, pp. 4204-A-4205-A.

U. S. Civil Service Commission.
Survey of management interns appointed during 1965 and 1966. Summary report. Prepared by Bureau of Recruiting and Examining, Manpower Sources Division, Office of College Relations and Recruitment. Washington, 1967? 7 pp.
Tables summarize the results of this survey of 608 interns hired during 1965 and 1966. Information given concerns employment situation of applicant, education, grade level at appointment, positions held, grade attained by September 1967, and reasons for leaving Federal employment.

U.S. Department of Housing and Urban Development.
Urban intern program guide. Prepared by Office of Personnel, Employee Development and Training Division. Washington, 1968. 16 pp.
General guidelines and operating procedures.

U.S. General Services Administration.
...Management Intern Program. Washington, 1966. 1 v. (A GSA handbook, OAD P3830.1)
Information on the Program and guidelines for implementing it.

Vandegrift, Frank.
Student evaluation of training and job offers. Journal of cooperative education, vol. 5, no. 1, November 1968, pp. 36-37.
A survey by Auburn University of 166 graduating co-op students reveals that 63% of co-ops did not return to their employers. Questionnaire answers reveal reasons and suggest that employers had more to offer than was communicated to the students.

White House Fellows. National business woman, vol. 49, no. 10, November 1968, BPW action (insert), pp. 8-13-8-14.
A description of the White House Fellows Program and of the steps in the selection of Fellows.

Wilson, James W.
Compensation of cooperative education students. Journal of cooperative education, vol. 6, no. 1, November 1969, pp. 28-32.
Survey provides data on salaries earned by cooperative students in firms in nine geographical regions of the United States. Figures reflect differences by region, type of firm, size of cooperative program and type of work in which student is engaged. Survey also provides data on benefits provided and indicates a similarity among regions in this respect.

GAMES--SIMULATION TECHNIQUES

Alpander, Guvenc.
The decision game: a method of identifying and selecting potential management talent from first and second line supervisors. Management of personnel quarterly, vol. 9, no. 3, Fall 1970, pp. 15 17.
The selection technique described is notable for its use of an uncomplicated management decision-making game which requires participants to make several decisions. The game and its use are reported.

Ashford, William F.
A comparative performance of decision making by education and business administration subjects on a modified in-basket test. Ann Arbor, Mich., University Microfilms, Inc., 1970. 123 pp.
Doctoral dissertation, Ohio University, 1970. Abstracted in Dissertation Abstracts International, vol. 31, no. 5, November 1970, p. 1937-A.

Barton, Richard F.
A primer on simulation and gaming. Englewood Cliffs, N.J., Prentice-Hall, 1970. 239 pp.
Diverse methods and applications are brought together in this introduction to simulation and gaming. Aims to equip the reader, versed in theory and practice of his own field, to organize his own computer or noncomputer man-model simulations or gaming exercises. Illustrates techniques; presents models.

Boardman, Gerald R.
A computer-based model for the analysis and feedback of an administrative in-basket simulation exercise. Ann Arbor, Mich., University Microfilms, Inc., 1970. 343 pp.
Doctoral dissertation, University of Wisconsin, 1969. Abstracted in Dissertation Abstracts International, vol. 31, no. 2, August 1970, p. 574-A.

Calvert, Donald E.
Management games as teaching devices. Training and development journal, vol. 24, no. 2, February 1970, pp. 16-18.
A discussion of the dimensions of simulation in management education concludes that its effectiveness is greatly dependent on ingenuity and and initiative of the administrator. Calvert makes suggestions on elements in the training situation which increase usefulness of this technique.

Carlson, Elliot.
Learning through games; a new approach to problems solving. Washington, Public Affairs Press, 1969. 183 pp.
Applications of gaming techniques to various situations: business, politics, classroom. Describes in some detail a political game in a secondary school and the Nova experiments on integrating academic games into the curriculum (Nova High school, Fort Lauderdale, Fla.).

Cuthbert, Norman H.
Decision-making simulation; an in-tray exercise in human and organizational problems. London, T. Nelson Ltd., 1966. 27 pp. (Bradford exercises in management.
A 90-minute in-basket exercise requiring action on 23 papers by a newly appointed works manager. Includes some personnel as well as management problems.

Darden, Bill R. and William H. Lucas.
The decision making game; an integrated operations management simulation. New York, Appleton-Century-Crofts, 1969. 165 pp.
"Focuses on Operations Management within the firm and is especially useful in providing insights into the use of linear programming, simulation, inventory models, and present value analysis."
The student, through competition with his classmates, is forced to look at the firm's entire operations and sees the effects of his decisions at all levels. This business game is designed to be used in executive development courses.

Fleming, John E.
Behavioral insights and management gaming; using a questionnaire for behavioral feedback in management gaming. Training and development journal, vol. 23, no. 2, February 1969, pp. 14-21.
A questionnaire entitled Analysis of Small Group Behavior was administered in a graduate university class which had participated in a series of related decision sessions. The first section explored group effectiveness; the second, interpersonal relationships. "This method of exploring the small-group behavioral aspects of management gaming appeared to be effective." Copy of questionnaire included.

Graham, Robert G. and Clifford F. Gray.
Business games handbook. New York, American Management Association, Inc., 1969. 480 pp.
Organized listing of business games and their sources, with sufficient data to help training personnel select games for a particular purpose. Part one contains readings covering methodology and applications. Also includes extensive bibliography.

Jacobs, David L.G.
The NASA Game; exploring dynamics of group activities. Training and development journal, vol. 23, no. 3, March 1969, pp. 26-27.
A technique similar to role playing, the NASA Game, provides a setting for discussion of the decision-making process. A group is presumed to have crash-landed on the moon with only 15 items undamaged. Each member must rate the items in order of importance and then all must attempt to reach an agreement.

Jaffee, Cabot L.
Problems in supervision; an in-basket training exercise. Reading, Mass., Addison-Wesley, 1968. 235 pp.
A workbook for students or supervisory personnel up to the middle management level that simulates actual supervisory situations and calls upon the reader to make his own decisions. Instructor tests, self-scoring-tests, and questions for group discussion are provided.

Keys, Joe B.
An investigation of the types of managerial behavior elicited by business games by use of the critical incident method. Ann Arbor, Mich., University Microfilms, Inc., 1970. 138 pp.
Doctoral dissertation, University of Oklahoma, 1970. Abstracted in Dissertation Abstracts International, vol. 31, no. 6, December 1970, p. 2552-A.

Khan, Abdul and Paul Levasseur.
The use of "gaming" as a technique for training educational planners. OECD observer, no. 39, April 1969, pp. 31-35.
Computerized-gaming as a training method is described using the model for educational planners as the example. There is a brief evaluation of the good and bad points of this training technique.

Lewin, Arie Y. and Wesley L. Weber.
Management game teams in education and organization research: an experiment on risk taking. Academy of Management journal, vol. 12, no. 1, March 1969, pp. 49-58.
"This paper describes an experiment on changes in individual and group risk taking tendencies recurring during a semester play of the Carnegie management game. The data clearly indicated that the management teams studied changed in their risk taking attitudes during the course of the game. At the end of game play the teams showed a greater preference for risk taking than when they were first formed. This was true both for individuals and for teams as groups."

Life Office Management Association.
The LOMA in-basket; a realistic training technique. New York, 1967. 39 pp. (Personnel administration report no. 31)
Details procedures and use of a relatively easy-to-prepare training technique, in which a manager-trainee must make decisions on the varieties of paperwork conceivably found on his desk. A time limit is set and feedback is provided.

Limerick, D. C.
Decision and development. Management today (Gt. Brit.), March 1969, pp. 33-34, 36, 42.
The effectiveness of T-group training is limited in the area of teaching managers relationships between people who are in the process of getting a job done. A promising evolving technique is called Decision Dynamics Training. Based on the recognition of different complementary leadership roles in decision-making groups, it has two distinguishing features: the use of videotape recordings and the use of full-fledged decision situations.

Massey, James O.
An approach to more effective training for executive careers. Ann Arbor, Mich., University Microfilms, Inc., 1968. 202 pp.
"This study reports an examination of the usefulness of more realistic simulation models in the academic study of business, and an analysis of resources necessary to implement the development and use of such models."
Doctoral dissertation, University of Southern California, 1967. Abstracted in Dissertation Abstracts, vol. 28, no. 8, February 1968, p. 2833-A.

Meier, Robert C., William T. Newell and Harold L. Pazer.
Simulation in business and economics. Englewood Cliffs, N. J., Prentice-Hall, 1969. 369 pp.
"It presents the basic concepts involved in simulation, describes applications of simulation to business and economic analysis, and discusses technical problems associated with the use of simulation."
Provides exercises at the end of each chapter.
Partial contents: Basic concepts in simulation; Simulation in business; Industrial dynamics and large system simulation; Simulation in economic analysis; Heuristic methods; Games and gaming; Computer programs and languages for simulation; Concepts in model construction; Operation of a simulation model, etc.

Meyer, Herbert H.
The validity of the in-basket test as a measure of managerial performance. Personnel psychology, vol. 23, no. 3, Autumn 1970, pp. 297-307.
Reports on a study designed to test the degree of correspondence between performance on an in-basket test and actual managerial job performance. Middle managers at General Electric Company were the subjects of the study. Results did show a correlation between the test and managerial ability or aptitude.

Mize, Joe H and J. Grady Cox.
Essentials of simulation. Englewood Cliffs, N. J., Prentice-Hall, 1968. 234 pp.
An introduction to the "concept of simulation methodology" as it is applied to the analysis and design of systems. Presupposes some background in the area.
Contents: Simulation--a perspective; Probability and statistical concepts; Population and sampling distributions; Sampling; Use of digital computers in simulated sampling; Combining distributions; Estimation; The practice of simulation; Applications of simulation.

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Raser, John R.
Simulation and society; an exploration of scientific gaming. Boston, Allyn and Bacon, Inc., 1969. 180 pp.
Introduces simulation and traces history of simulation-gaming in the social sciences. Examines its methodology and surveys its uses.

Smith, Wilfred N., Elmer E. Estey and Elsworth F. Vines.
Integrated simulation; an interactive general business simulation designed for flexible application in management education. Cincinnati, Ohio, Southwestern Publishing Co., 1968. 70 pp.
Business game which evolved over a period of three years from studies and classes at Clarkson College of Technology.

Spencer, Donald D.
Game playing with computers. New York, Spartan Books, 1968. 441 pp.
"... Most computer professionals agree that information gained while programming computers to play games is directly transferable to other areas of scientific and business programming."
Contents: Pt. 1, Game-playing programs; Pt. 2, Games proposed for computer solution; Pt. 3, Game playing topics.

Stanford University. Graduate School of Business.
Stanford business logistics game, by D. Clay Whybark and Henry A. McKinnell, Jr. Stanford, Calif., 1967. 19 pp.
Modified version of the game, for use with the IBM 360/67. Model involves directing the entire logistics functions of a large manufacturing firm.

Zif, Jay J. and Robert E. Otlewski.
Contract negotiations; player's manual. New York, Macmillan, 1970. 55 pp. (A creative studies simulation)
A simulation designed to give players an opportunity to learn about conditions and issues which face union and management negotiating teams and to develop their skills in bargaining strategy and techniques.

Zif, Jay J., Arthur H. Walker and William T. Archey.
Managing the worker; player's manual. New York, Macmillan, 1970. 52 pp. (A creative studies simulation)
"Managing the Worker is a simulation game designed to give the player an opportunity to explore the various approaches to the management of people in an industrial situation." A machine shop in a toy company provides the setting for the game.

Zif, Jay J., Arthur H. Walker, and Eliezer Orbach.
The personnel department; player's manual. New York, Macmillan, 1970. 55 pp. (A creative studies simulation)
"The Personnel Department is a simulation designed to give you an opportunity to learn in an unconventional way about the functions of personnel departments and the issues involved in personnel management." Participants are assigned roles in which they attempt to reach decisions on a detailed budget proposal.

Zif, Jay and others.
Reorganization; players's manual. New York, Macmillan, 1970. 70 pp. (A creative studies simulation)
"Reorganization is a management game designed to provide you with the opportunity to learn some aspects of organizational theory in a new and stimulating way." The user is asked to assume the role of an executive in a small plumbing manufacturing company and to decide, on the basis of data and interacting with other players, in what ways the organization should be changed.

PROGRAMMED INSTRUCTION

Arizona. State University.
Experimental explorations in programmed instruction and objective testing measures, by Mark I. Berman, Department of Psychology. Bethesda, Md., Educational Resources Information Center, 1966. 43 pp. (Variables influencing behavior project, paper no. 2)
Research on use of programmed instruction in teaching basic arithmethic and English to Yaqui Indian and Mexican men in Arizona.

Borwick, Irving.
Faster results through programmed communication. Management review, vol. 58, no. 9, September 1969, pp. 60-64.
Programmed communication is a compressed form of programmed instruction--written more quickly and without the testing and revision phases. One of the developers was a Canadian company that had recently negotiated a new contract with the union and wanted to quickly inform the supervisors of its provisions. Article describes the technique in some detail.

Buckenmyer, James A.
The applicability and potential of programed instruction in the curriculum of collegiate schools of business. Ann Arbor, Mich., University Microfilms, Inc., 1970. 264 pp.
Doctoral dissertation, Washington University, 1970. Abstracted in Dissertation Abstracts International, vol. 30, no. 2. August 1970. p. 511-A.

Burke, Thomas E.
A systems approach to the planning and formulation of technology augmented programs for management education. Ann Arbor, Mich., University Microfilms, Inc., 1970. 203 pp.
Doctoral dissertation, University of Texas at Austin, 1969.
Abstracted in Dissertation Abstracts International, vol. 30, no. 7, January 1970, p. 2668-A.

Cahoon, D.D., Lars P. Peterson and Charles G. Watson.
Relative effectiveness of programmed text and teaching machine as a function of measured interest. Journal of applied psychology, vol. 52, no. 6, pt. 1, December 1968, pp. 454-456.
The results "... suggest that training programs for groups with high mechanical interests ... might best be structured for machine presentation while those designed for persons with stronger literary interests ... are probably best presented as programmed texts."

Calvin, Allen D., ed.
Programmed instruction; bold new venture. Bloomington, Indiana University Press, 1969. 250 pp.
Collection of 11 essays written by specialists covers in detail the use of programmed instruction in reading, spelling, social sciences, etc. chap. 9. Programmed learning in Job Corps, by Milton S. Katz; chap. 10. On beyond zebra': the use of programmed instruction in adult education, by William R. Hathaway; chap. 11. Programmed learning and university instructional services, by James E. Gilbert.

Hickey, Albert E.
Sources of programed instruction. Training in business and industry, vol. 6, no. 4, April 1969, pp. 54-56, 70.
Suggests sources of information for locating programs and points in evaluating them. Recommends using a consultant in developing programs and provides a bibliography of classics for the training director.

Illinois. University. Department of Psychology.
Social reinforcement, personality and learning performance in cross-cultural programmed instruction, by John D. Symonds. Urbana, 1969. 33 pp. (Communication, cooperation, and negotiation in culturally heterogeneous groups. Technical report no. 73(69-2).

Johnson, Lowell R.
Programed AV pays its way. Training in business and industry, vol. 7, no. 1, January 1970, pp. 36-39.
Technical job training for engineers, draftsmen and supervisors at the Kohler Company has been streamlined through the use of programmed instruction.

Kazmier, Leonard J.
Principles of management; a program for self-insturction. 2d ed. New York, McGraw-Hill, 1969. 382 pp.
Programmed learning format for self-instruction in management skills. Emphasis is on behavioral science applications, quantitative methods, and systems theory. New edition contains units on organizational objectives and planning premises, motivating people at work, effective supervision, and the systems approach to management.

Krag, Edith and Robert E. Van Brunt.
Training clerical help. Training and development journal, vol. 24, no. 7, July 1970, pp. 38-39.
Describes a combination of a systems approach and programmed audio visual instruction with tutorial support to train typists. The approach helped overcome entry and upgrading typing shortages at Consolidated Insurance Company and should be equally effective in other clerical disciplines.

National Society for the Study of Education.
Programmed instruction, ed. by Phil C. Lange. Chicago, University of Chicago Press, 1969. 340 pp. (The sixty-sixth yearbook of the Society, pt. 2)
Partial contents: Foundations for instructional programing; The process of instructional programing; Behavioral analysis and instructional sequencing; Empirical testing of programs; Practical problems in program production. Learning from teaching machines.

Northeastern University. Instructional Technology Information Center.
Programmed instruction guide. 2d ed. Newburyport, Mass., Entelek Inc. 1968. 1 v.

The guide, compiled through data processing techniques, lists programs and gives an indication of quality and relevance to given instructional requirements. For each program, data on availability of a teacher's manual, teaching device, source, cost, etc. is given.

Ofiesh, Gabriel D. and Wesley C. Meierhenry, eds.
Trends in programmed instruction; papers from the first annual convention of the National Society for Programmed Instruction. Washington, National Society for Programmed Instruction and the National Education Association of the United States, Department of Audiovisual Instruction, 1964. 289 pp.

Considers its development and application to the educational system, teachers,exceptional students, industry, government, etc.

Plants, Helen L.
Make programmed learning work for you. Professional engineer, vol. 38, no. 12, December 1968, pp. 26-30.

Suggests programmed learning as an effective tool for the engineer's continuing education. Explains its design and validation, makes suggestions for selecting a program and points out advantages of this type of learning technique.

Roberts, Kenneth.
Programmed learning's progress. Personnel and training management (Gt. Brit.), November 1968, pp. 36-38.

Discusses advances made in programmed learning techniques and cites their growing use in industry. Includes discussion of new applications and top ten advantages as reported in a 1967 survey conducted by the Programmed Instruction Centre at Britain's Enfield College of Technology.

Shull, Howard I.
Programed instruction: a comparison of learning and retention of information learned through the use of small step (linear) programed instruction and large step (branching) programed instruction. 288 pp.

Doctoral dissertation, University of Maryland, 1969. Abstracted in Dissertation Abstracts International, vol. 30, no. 12, June 1970, p. 5266-A.

Stuart, William L.
Programmed instruction in the plant. Training and development journal vol. 23, no. 8, August 1969, pp. 42-47.

Describes use of the AutoTutor at American Can Company. It has been accepted by the labor unions and its use expanded from the initial Shop Math and Blueprint Reading Course into other training programs.

Teaching machine offers instant feedback on trainees. Modern manufacturing, vol. 3, no. 2,February 1970, pp. 100-101.

The EDEX multimedia response system combines programmed learning and audio-visual methods with electronic assistance. At the Raytheon Company the system has made it possible to reduce lecture time in training courses by 80%.

Programmed Instruction (Cont'd)

Tydings, Kenneth S.
Programing without proofreading. Training in business and industry, vol. 6, no. 7, July 1969, pp. 36-39.
An account of the use of programed audio tapes for training by Metropolitan Life Insurance. The company found that tapes had several advantages over written forms: more speedy production with lower costs and greater ease of correction and change.

U. S. Civil Service Commission.
Programmed instruction; a brief of its development and current status. Prepared by Bureau of Training, Training Systems and Technology Division. Washington, U. S. Govt. Print. Off., 1970. 52 pp. (Training systems and technology series no. 3, Pamphlet T-12)

U. S. Department of the Navy.
Programmed instruction in technical training, by G. Douglas Mayo, Bureau of Naval Personnel, Navy Training Research Laboratory, Naval Personnel Research Activity. Springfield, Va., Clearinghouse for Federal Scientific and Technical Information, 1969. 26 pp. (Research report SRR 69-28)
A review of research and experience with programmed instruction in the Naval Air Technical Training Command to evaluate its usefulness and appropriate role. Concludes that the contribution of programmed instruction is substantial, but that individually paced instructional systems are needed to realize its full potential.

Woodruff, Arnold B. and Shinkichi Shimabukuro.
Studies on individual differences related to performance on programmed instruction. DeKalb, Northern Illinois University, 1967. 77 pp. (Cooperative research project no. 3129)
Research supported by Cooperative Research Program of Office of Education....

Yaney, Joseph P.
Predicting programmer performance. Training and development journal, vol. 24, no. 6, June 1970, pp. 21-23.
Report on research investigating the selection and training of specialists in programmed learning. A brief review of the state of the art is followed by data on this particular research, which focused on "the development of measures of programmer performance both during a training course and later in the implementation stages."

VISUAL AIDS

Adams, Robert E.
Hospital's learning center uses multimedia approach. Hospitals, vol. 43, no. 6, March 16, 1969, pp. 52-56.
Describes the teaching facility set up for employees of the Research Hospital and Medical Center, Kansas City, Missouri, and its extensive use of audio-visual material and techniques. The facility has boosted morale and the training is expected to bring greater employee productivity, lower personnel turnover, reduced absenteeism, and higher quality patient care.

Beeler, Duane and Frank McCallister.
Creative use of films in education; a case study of an adult educational program for union leaders. Chicago, Roosevelt University, Labor Education Division, 1968. 86 pp.
Suggestions on how films may be analyzed and utilized for training not only of union leaders but of any group. Describes use made of 19 different films, including documentaries, commercial films, and regular training films.

Broadwell, Martin.
The use and misuse of AV. Training in business and industry, vol. 7, no. 10, October 1970, pp. 40-41.
Stresses the importance of selecting the best tool for comprehension. If a visual aid is the best tool, the best one for the occasion should be chosen and used to its best advantage.

Brown, James W., Richard B. Lewis and Fred F. Harcleroad.
AV instruction; media and methods. 3d ed. New York, McGraw-Hill Book Co., 1969. 621 pp.
Focuses on educational media and procedures employed in their use. Text is divided into three sections: background for learning; Selecting, creating, and using learning resources; Instructional technology.

California. State Personnel Board.
Training films and filmstrips, compiled and supplemented by the... Training Division. Sacramento, 1970? 89 pp.
Annotated alphabetical listing (with subject index) of films and filmstrips in the California State Training Division-Personnel Board Library available for use by State agencies. The list covers such areas as communication, human relations, motivation, and skill training.

Gane, Christopher.
ABC of audio-visual aids. Personnel (Journal of the Institute of Personnel Management, Gt. Brit.), vol. 1, no. 11, October 1968, pp. 32-35.
A practical guide to the use of audio-visual aids in company training. Chart compares different kinds of equipment for cost, ease of use and appropriateness.

Green, Thad B. and Morton Cotlar.
A new dimension in management training: a video-audio-participative (VAP) system. Training and development journal, vol. 24, no. 10, October 1970, pp. 22-27.
This technique effectively combines the use of audio-visual aids and various training methods to teach management concepts. Films used in the training sessions are stopped at critical moments, and students are asked to respond to the situation. Once students choose a course of action, a "branching technique" in filming allows students to view possible results of their decisions. The film concludes with a segment showing the more feasible course of action.

Hart, Howard A.
Using films for attitudinal change; an "evaluative" role play technique. Training and development journal, vol. 22, no. 12, December 1968, pp. 32-34.
It is suggested that trainees who evaluate a film from the viewpoint of a role (e.g. assume you are the company president) are likely to participate more fully, be more highly motivated and absorb more.

Jones, Andrew M.
A survey of industrial enterprises in Mississippi to ascertain the desirability of offering fundamental training courses through the media of television to upgrade employees. Ann Arbor, Mich., University Microfilms, Inc., 1970. 267 pp.
Doctoral dissertation, University of Mississippi, 1969. Abstracted in Dissertation Abstracts International, vol. 31, no. 2, August 1970, pp. 586-587-A.

Kemp, Jerrold E.
Planning and producing audiovisual materials. 2d ed. San Francisco, Chandler Pub. Co., 1968. 251 pp.
Comprehensive guide to planning audiovisuals, producing the various categories of materials and to the skills needed to carry out the programs.

Lapping, Sherwood F.
Using TV imaginatively. USAF instructors journal, vol. 7, no. 3, Winter 1969-70, pp. 24-26.
Details advantages and limitations of TV's use in support of training programs.

Lindeman, Carol A. and A. Betty Van Aernam.
Staff develops in-service programs to teach itself. Modern hospital, vol. 115, no. 4, October 1970, pp. 98-100.
Slides with audio disks are used at Luther Hospital, Eau Claire, Wisconsin for individualized staff and patient training. Advantages of the system are: the equipment is easy to move and operate,, the slide programs are produced by the nursing staff and are easily revised, and staff can easily fit this method of individualized training into their schedules.

Menell Associates, Inc.
Basic guide for the planning of visual presentations. New York, n. d. 10 pp.
Covers the effective use of graphs, charts, diagrams, maps, artwork and photographs.

Minnesota. University. Department of Trade and Industrial Education.
An introduction to teaching vocational technical education thru video tape and television. A pre-service teacher training course for potential vocational teachers in Minnesota. St. Paul, Minn., State Department of Education, Vocational-Technical Division, 1967. 1 v.
Program consists of twelve 30-minute film presentations by expert teacher trainers, each followed by a 90 minute discussion period. Intended for training technically skilled individuals as teachers.

National Education Association of the United States.
Inquiry; implications for televised instruction, ed. by Wilma McBride. Washington, 1966. 64 pp.
Papers and other material drawn largely from a Symposium on Inquiry held at Stephens College. "This booklet represents an effort to examine the implications of inquiry to the design and structure of television programs as resources for learning."

Pula, John F.
Application and operation of audiovisual equipment in education. New York, Wiley, 1968. 360 pp.
Covers still projection equipment, motion picture projection, record players, tape recorders, broadcast sound systems, educational television, programmed instruction, supporting equipment, and non-projected materials as well as the production of audio-visual materials.

Rigg, Robinson P.
Audiovisual aids and techniques in managerial and supervisory training. London, Hamish,Hamilton, 1969. 198 pp.
Partial contents: The choice and use of training materials; The audiovisual aids and their uses; Preparing and storing display materials; A glossary of audiovisual terms; Suppliers of information about audiovisual training methods /in many countries/.

Robinson, Joseph A.
Videotape in training; some limitations and criteria to help select its best applications. Training and development journal, vol. 22, no. 11, November 1968, pp. 14-17.

San Diego State College. Public Affairs Research Institute.
Utilization of broadcast television for governmental in-service training; a feasibility study, by Robert F. Wilcox. San Diego, Calif., 1968. 83 pp.
"In addition to focussing on training efforts and needs in the San Diego area, /the study/ ... surveys basic issues in the use of television for training, presents uses of the medium to date for in-service training and looks at the potential of television for in-service training generally."

Stroh, Thomas F.
The uses of video tape in training and development. New York, American Management Association, Inc., 1969. 56 pp. (AMA research study 93)
"In order to provide companies with useful guidelines, this report emphasizes the specification of objectives, measurement of results, and optimum utilization of video tape recording to enhance the learning process."

Stroh, Thomas F.
Video tape feedback in the development of listening skills by industrial salesmen. Ann Arbor,. Mich., University Microfilms, Inc., 1969.. 142 pp.
This experiment was designed, using role-play and critique methodology, to measure the effect on learning caused by self-confrontation via video tape replay compared with audio tape replay."
Twenty-five experienced industrial salesmen were the subjects. The study used video tape replay to modify their habitual conversation behavior.
Doctoral dissertation, Columbua University, 1968. Abstracted in Dissertation Abstracts International, vol. 30, no. 3, September 1969, pp. 1085-A-1086-A.

U. S. Department of Commerce.
Audio-visual equipment and materials; a guide to sources of information and market trends, by Earl H. Young, Business and Defense Services Administration. Washington, U. S. Govt. Print. Off., 1969. 15 pp.

U. S. Department of the Army.
Index of Army motion pictures and related audio-visual aids. Washington, U. S. Govt. Print. Off., 1969- 361 pp. (Department of the Army pamphlet 108-1)

U.S. Department of the Navy.
United States Navy film catalog. Prepared by U. S. Naval Photographic Center. Washington, U. S. Govt. Print. Off., 1969. 556 pp. (NAVAIR 10-1-777)
Supplement 3 /cumulative/, 1971. 114 pp.

U. S. National Archives and Records Service.
Directory of U.S. Government audiovisual personnel. Washington, U. S. Govt. Print. Off., 1970. 58 pp. (National Archives publication no. 70-11)
"This directory is intended to aid individuals and organizations interested in the audiovisual activities of the Government. It lists the names of agencies' personnel who are concerned with radio, television, motion pictures, sound recordings, exhibits, and graphic arts."

U. S. National Archives and Records Service.
U. S. Government films; a catalog of motion pictures and filmstrips for sale by the National Audiovisual Center. Washington, 1969. 165 pp.
Annotated list arranged by broad subject areas.

Video-tape is used for office training. The Office, vol. 69, no. 5, May 1969, pp. 32, 34, 37+.
The Michigan Credit Union League has found video-tape, with its instant reply capability, to be an effective training device. The one- or two-day clinics emphasize self-confrontation, self-analysis, and self improvement.

Villanueva, Ernest.
A first application of videotape training; a review of initial television uses at Lago Oil in Aruba. Training and development journal, vol. 22, no. 12, December 1968, pp. 28-30.
Among the training uses of the videotape was a program to train 350 supervisors and management members in the new features and conditions of a labor contract.

Wadsworth, Raymond H.
Rear-screen projection. Training in business and industry, vol. 6, no. 2, February 1969, pp. 29-32, 46.
Advantages and disadvantages of rear-screen projection as an audio-visual technique in education and training.

CASE STUDY METHOD

Bibliography

Harvard University. Graduate School of Business Administration.
Bibliography; cases and other materials for teaching of business administration in developing countries, Africa and the Middle East, by Andrew R. Towl and Grace V. Lindfors. Boston, 1969. 456 pp.
Section on "Human aspects of administration," includes cases on administrative practices, executive development programs, human behavior in organizations, human relations, organizational behavior, and personnel management.

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Champion, John M. and Francis J. Bridges.
Critical incidents in management. Rev. ed. Homewood, Ill., R. D. Irwin, 1969. 206 pp.
Presents a series of situations or incidents for the student, each involving some management principle, concept, or topic, along with critiques by university professors. On the basis of the critiques and supplementary reading, students recommend and justify a course of action. Intended as supplementary training material for general management or personnel administration courses.

Cojean, Robert H., ed.
Personnel management cases in developing countries. Ann Arbor, University of Michigan, Graduate School of Business Administration, Program in International Business, 1968. 136 pp. (MSU international business studies, no. 11)
The setting for most of the cases is Nigeria, but cases are useful for all developing countries. They cover problems of nationalism, tribalism, training, promotion, discipline, human relations and management-union relations. Appendix contains "The Theory of the Case Method," by John Philip Wernette.

Ford, Leroy.
Using the case study in teaching and training. Nashville, Tenn., Broadman Press, 1969. 128 pp.
"Cartooned writing" with words added explain the case study, its purposes, uses, and likely sources.

Gannon, Martin J.
The case observational method: a new training technique. Training and development journal, vol. 24, no. 9, September 1970, pp. 39-41.
Outlines an economical, flexible technique which combines the case approach with a leaderless group method borrowed from sensitivity training. Its usefulness lies in improving interpersonal competence in group situations.

Gay, W. Allan and David Cameron.
A manager's casebook. London, William Heinemann Ltd., 1967. 144 pp.
In addition to material on the case method, includes case studies in organization, communication, discipline, human relations, personnel management, and general management.

Harper, William W.
A programmed case study; a multi-media, systems approach to participative learning. Training and development journal, vol. 23, no. 2, February 1969, pp. 42-44.
"The programmed case study has possibilities beyond the ordinary case study situation because it can provide some immediate feedback to trainees for well documented management situations."

Hodgson, Anthony M. and William R. Dill.
Programmed case:the misfired missive. Harvard business review, vol. 48, no. 5,,September-October 1970, pp. 140-142, 144, 146-147.
The reader is asked to give a general reaction and then specific answers to five problems related to goal setting, organization, and communication. The case study used is the classic of The Dashman Company. The response is to be sent to the Harvard Business Review which will in turn answer the reader and also incorporate his views in a future article, showing how this kind of structured communication can be used in actual business situations.

Stenzel, Anne K. and Helen M. Feeney.
Learning by the case method; practical approaches for community leaders, New York, Seabury Press, 1970. 128 pp.

A practical guide for the selection, writing and adaptation of case study materials for specific objectives. The book also contains illustrative cases.

Tagiuri, Renato and others.
Behavioral science concepts in case analysis; the relationship of ideas to management action. Boston, Mass., Harvard University, Graduate School of Business Administration, Division of Research, 1968. 147 pp.
An analysis and annotation of two cases from the Harvard Business School files in terms of behavioral science concepts and theory in such areas as group interaction, leadership theory, organizational structure, role conflict, and attitude change. Concludes with a discussion of "The utility of behavioral science concepts for the manager."

Towl, Andrew R.
To study administration by cases. Boston, Harvard University, Graduate School of Business Administration, 1969. 340 pp.
Describes the Visiting Professors Case Method Program at the Harvard Business School which brought together 11 groups of 20 professors and deans for eight weeks each from 1955-65 for the purpose of clarifying, refining, and communicating the use of the Case Method. Includes: Discovering a case in the field; The writer case; Developing a course with cases and concepts; Learning with the case; An index of case development; and, An innovation in cooperative case-course development.

Willings, David R.
How to use the case study in training for decision making. London, Business Pub., Ltd., 1968. 274 pp.
Written to "help those involved in the training of either managers or students to appreciate what the case study can do and, of equal importance, what it cannot do." Tells how to prepare, present and effectively use case studies in training in decision-making and offers specimen cases.

ROLE PLAYING

Darroch, Russell K. and Ivan D. Steiner.
Role-playing: an alternative to laboratory research? Journal of personality, vol. 38, no. 2, June 1970, pp. 302-311.
Reports on research which compares the responses of those who predicted their own reactions to role playing situations with reactions of subjects who were actually exposed to experimental conditions.

Dies, Robert P.
Critical incident role play. Training in business and industry, vol. 7, no. 1, January 1970, pp. 31-33.
Role-play at B.F. Goodrich has proven to be an effective training device. Author describes his approach and tells why it works.

Elms, Alan C., ed.
Role playing, reward, and attitude change; an enduring problem in psychology. New York, Van Nostrand Reinhold Co., 1969. 232 pp.
A book of readings on role playing covering the significant research published to date and including many points of view. Emphasis is on role playing as a source of attitude change.

Role Playing (Cont'd)

Levy, Ronald B.
Human relations; a conceptual approach. Scranton, Pa., International Textbook Co., 1969. 209 pp.

Materials, including case studies, for use in group relations training programs. Covers the nature, socio-concepts and development of groups, health and sickness of groups, sociometry, and the application of role-playing as a training technique.

Manpower Science Services, Inc.
Role modeling and role playing in employability development agencies. A manual for practitioners, vocational workers, and counselors containing principles, their applications in practice, and their empirical sources. Prepared by Harvey Bertcher and others. Ann Arbor, Mich.? 1969? 113 pp.

Manual prepared to be of direct usefulness to employment agencies serving the disadvantaged. The novel format in which principles, examples and supporting literature are presented simultaneously but on different portions of the page, results from emphasis on the practical approach.

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